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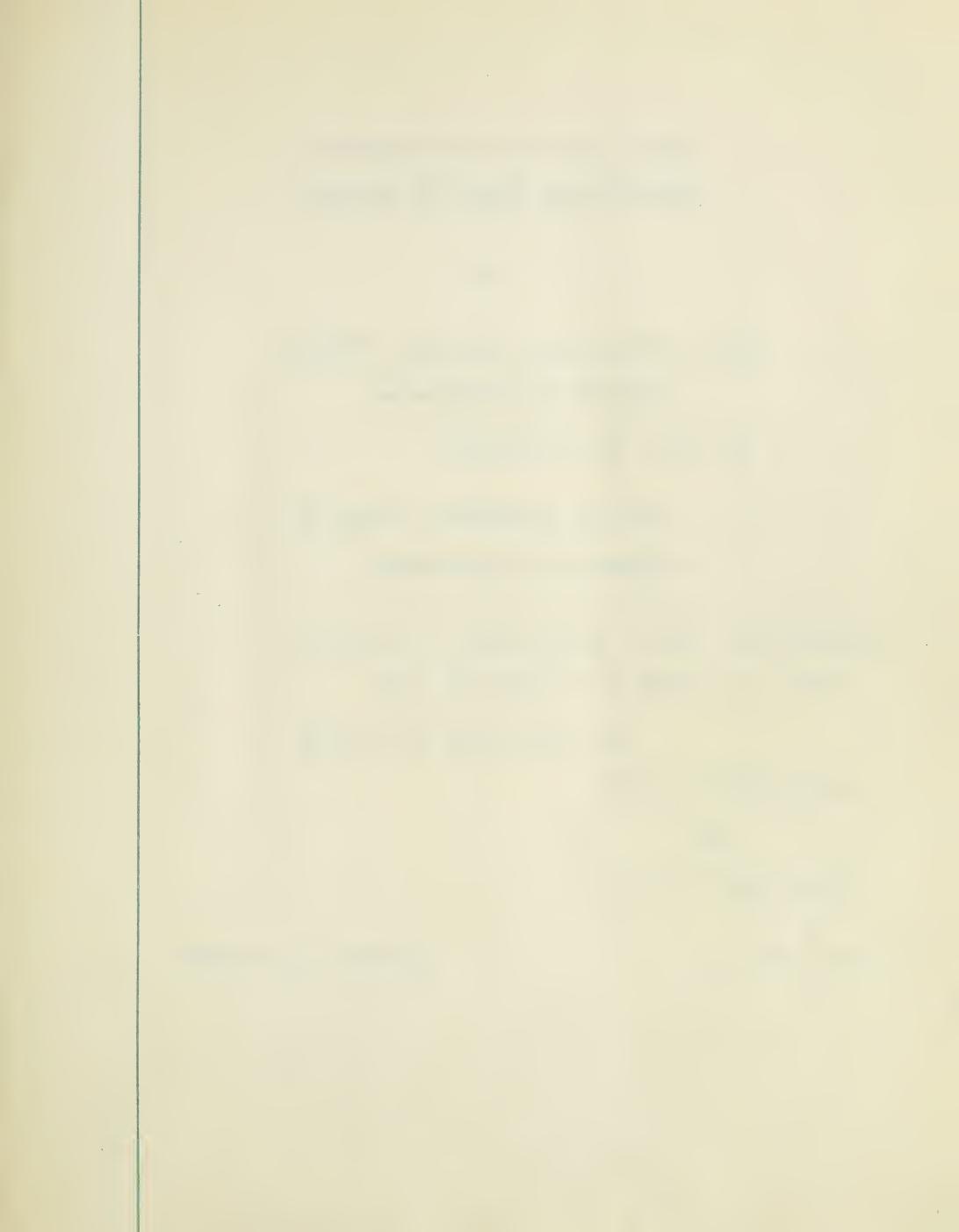
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A HISTORY OF THE HIGH SCHOOL
COURSES OF STUDY FOR ALBERTA

by

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University of Alberta.

A thesis submitted to the
University of Alberta

In Partial Fulfilment of the Requirements
For the Degree of Master of Arts
Under the Direction of:

G. M. Smith, M.A.
and
M. H. Long, M.A.

Edmonton, Alberta.

April 1936.

ACKNOWLEDGEMENTS

I wish to take this opportunity to thank Professors G. M. Smith and M. H. Long, under whose direction this work was carried out, for the valuable criticisms and suggestions which they have given me throughout the study of this subject.

I am also greatly indebted to a number of educationists in the Province for furnishing me with records and statistics. I am especially indebted to:

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of Alberta.

J. G. Taggart, Minister of Agriculture, Regina
Dr. H. C. Newland, Supervisor of Schools for
Alberta.

Dr. M. E. Lazerte, University of Alberta.

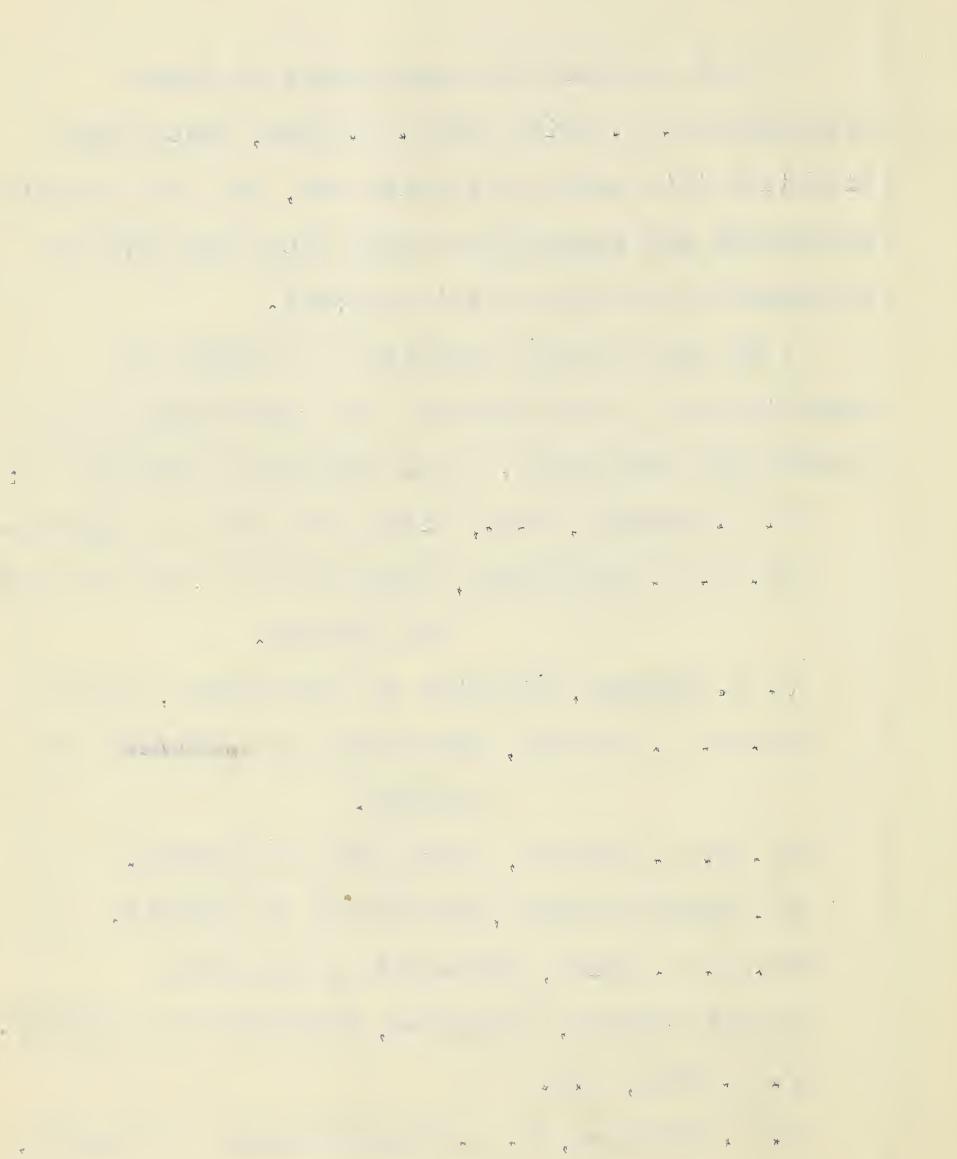
Dr. Geneva Misener, University of Alberta.

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Edmonton.

W. E. Payne, Barrister, Red Deer.

Miss A. R. McKee, Provincial Library.

PREFACE

I have written this thesis entirely from the standpoint of history, not philosophy of education. I wished to assemble the high school courses, which have been taught in Alberta from the beginning of schools, and relate them as far as I could with the progress and social conditions in the Province. I thought this should be done while the Territorial records were still readily available; and while it was still possible to consult some of the pioneer educationists in our own Province.

While the new course of Studies for Secondary Schools is well under way, I have refrained from making any detailed or positive statements in regard to it, because, on account of the uncertainty of the larger school unit being introduced, many changes may be made before it is finally authorized.

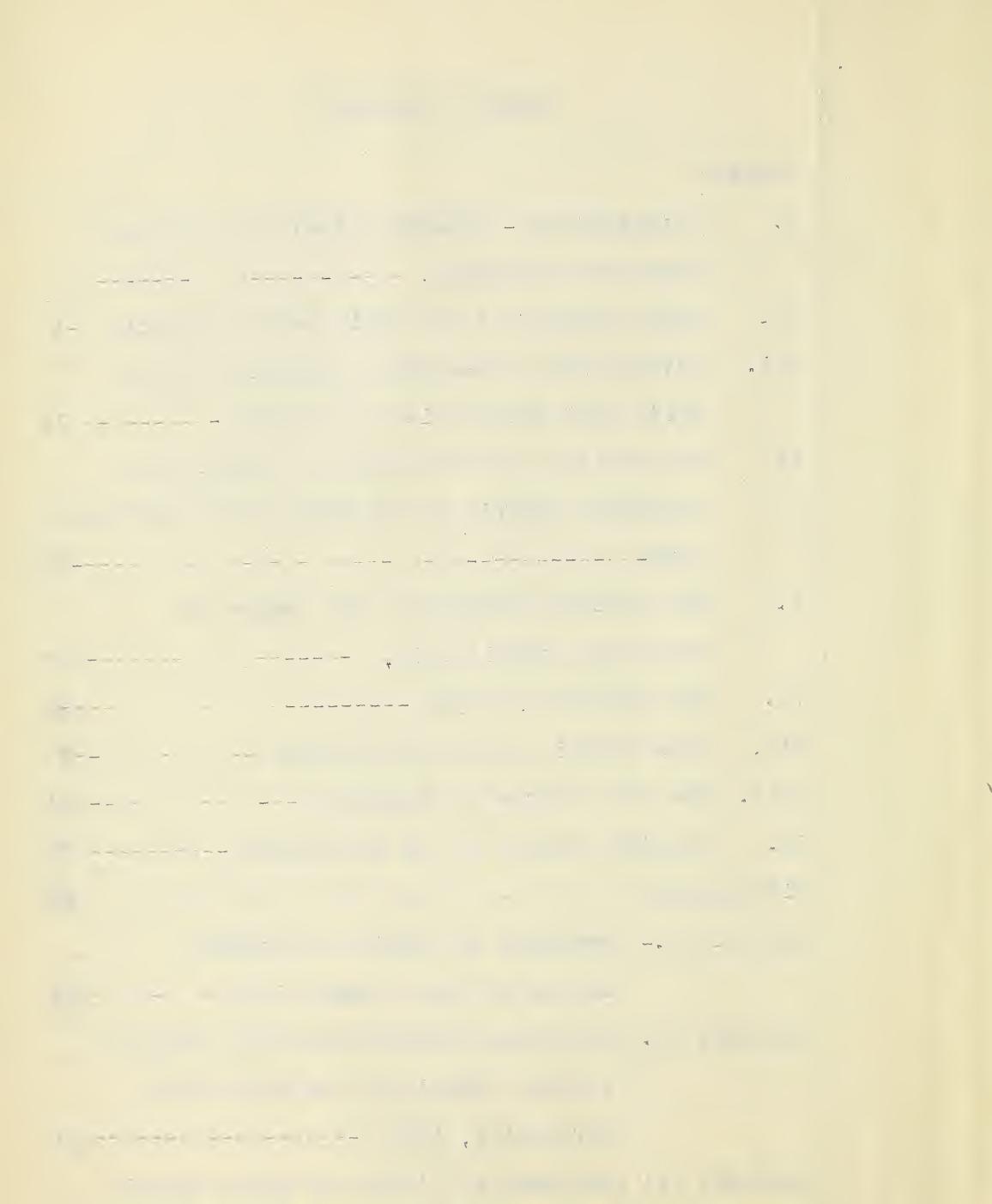
N.M.A.

April 1936.

TABLE OF CONTENTS

Chapter

I.	Introduction - Clashing Ideals in Secondary Education in Canada. -----	1
II.	Union Schools in the North West Territories -	7
III.	Advancement in Secondary Education in the North West Territories up to 1902 -----	14
IV	The Revision of the Course of Studies for Secondary Schools in the North West Territories 1902-----	22
V.	The Alberta Revision of the Course for Secondary Schools 1912, -----	27
VI.	The Revision of 1924 -----	38
VII.	Some Details of the 1924 Course -----	47
VIII.	The 1924 Course in Operation -----	61
IX.	Possible Trends of the New Course -----	73
	Bibliography -----	82
	Appendix I.- Programme of Studies in Grammar Schools of Upper Canada 1855 -----	86
	Appendix II. Provisional Regulations with respect to Union Schools in the North West Territories, 1889 -----	90
	Appendix III Programme of Studies of Union Schools	



	North West Territories, 1889 -----	92
Appendix IV	High School Course of Studies	
	Ontario, 1891 -----	96
Appendix V	Courses of Studies, North West	
	Territories, 1891 -----	102
Appendix VI	Regulations of the Council of Public	
	Instruction 1898 -----	111
Appendix VII	Course of Studies for the North West	
	Territories, 1902 -----	119
Appendix VIII	Course of Studies and Subjects of	
	Examination, Alberta, 1913 -----	128
Appendix IX	Subjects of Study, Alberta, 1924 ---	144

A HISTORY OF THE HIGH SCHOOL COURSES
OF STUDY FOR ALBERTA
CHAPTER I

Clashing Ideals in Secondary Education in Alberta.

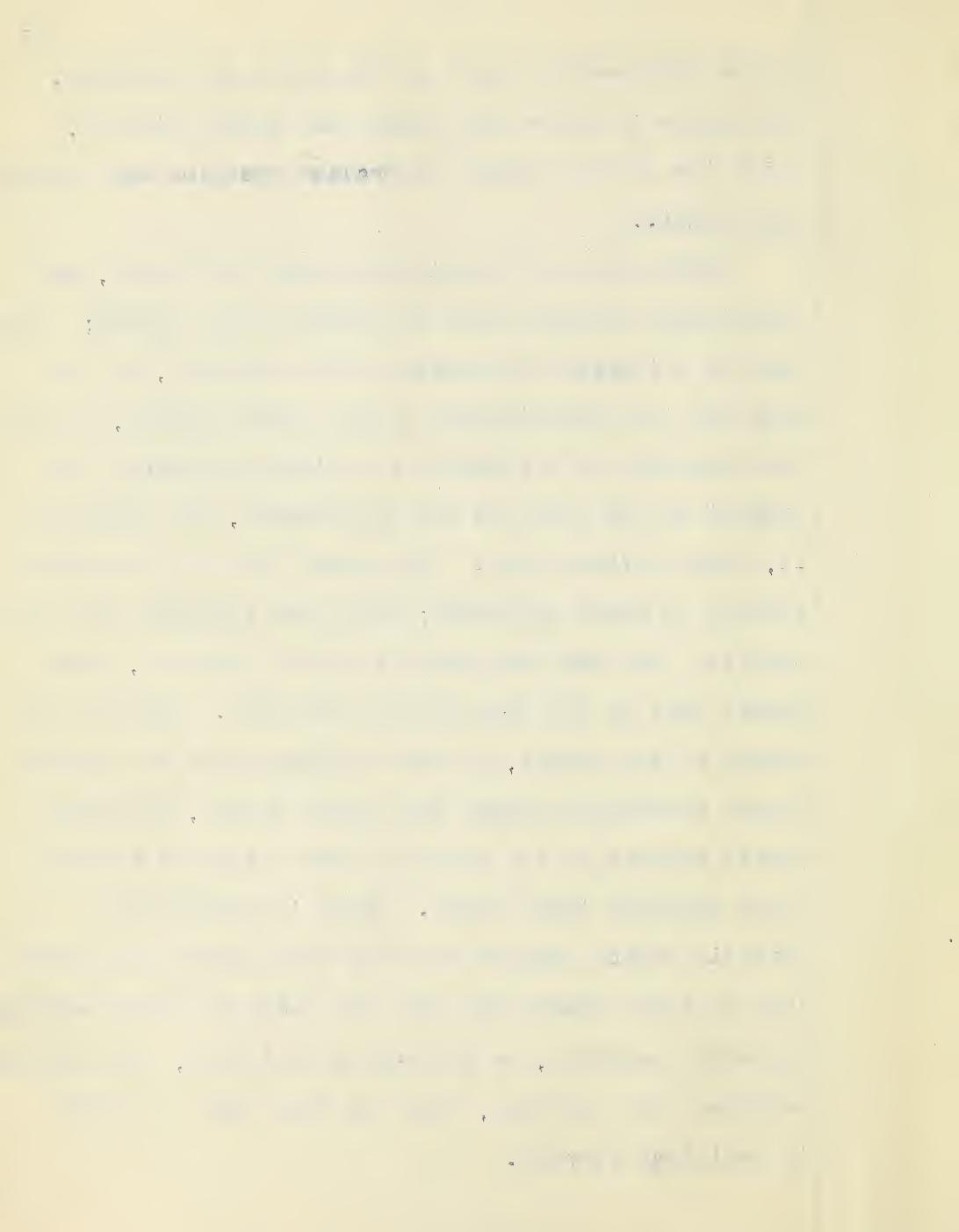
For the last twenty years educationists on the North American Continent have been seeking a suitable programme of studies for secondary schools. Programmes of studies must not be rigid but change with conditions, and keep in step with the progress of the country. The history of the programme of studies will then in some measure reflect the history of commercial and industrial progress, social concepts, educational and spiritual ideals of the country.

A hundred years ago, the time when America was first becoming interested in secondary education, the curriculum for secondary schools in England consisted largely of Greek and Latin, with mathematics holding a slightly secondary place. The first Protestant schools on this continent copied the English schools.

There are however within Canada two nationalities, speaking different languages and opposed to each other

on the fundamental issues of education and religion. The people of Quebec are French and Roman Catholic, while the rest of Canada is English speaking and largely Protestant.

Quebec drew her inspiration from Old France, and traditional culture forms the basis of her system; there must be a thorough knowledge of the classics, not so much for the understanding of the church ritual, as for the formation of a standard of culture to enable the student to see into his own environment, and enjoy in it, what he finds best. The social life in the Quebec schools is never neglected; much more important are the festival days and the gorgeous church pageants, than market days or the busy hum of factories. Dear to the hearts of the people, are the villages with the quaint houses clustering around the spired church, and their hearts respond to the beauty of the hills and valleys which surround their homes. Early in history the Catholic Church grasped the idea that people are guided less by their minds than they are moved by their feelings, hopes and passions, so by means of religion, the schools cultivate the emotions, which in turn find an outlet in religious fervour.



In Quebec the schools are under two committees, one Catholic and the other Protestant. As Quebec is so overwhelmingly Catholic, I shall merely refer to the Catholic section throughout. The Catholic committee administers the vast number of schools and colleges within the Province. The multiplicity of educational institutions has been made possible by the services of the various religious and teaching orders of the church. Thus through both administration and teaching the schools are closely bound to the mother church, and so fulfil the Catholic ideal of education that the schools should be, "flowing streams making glad the city of God".

Until fairly recent years, we have been prone to look upon Quebec as backward in educational progress, spending too much time on effete classical subjects whose usefulness is dead, devoting too much attention to religious observances, and neglecting those studies which lead to national prosperity and advancement.

Let us take Ontario as typical of British Protestant Canada before the settling of the West. Ontario has no aristocratic background; the aristocracy of Britain did not come to Canada in any appreciable numbers, except in government or military service. These returned when

their term of exile was completed. It was those with pioneer blood coursing in their veins who came to settle Ontario.

They were of many Protestant denominations, and as they were unable to agree on church control of education, the government took charge of both primary and secondary schools and made them powerful instruments in the service of the state. The schools were to be democratic. While the old countries have a strong class basis, Ontario followed the lead of the United States in the tendency to offer a free general education to all her adolescent population.

The first course of studies for secondary schools framed by Dr. Ryerson in 1845 (Appendix 1.) took cognizance of traditional culture as in England at that time, and made the courses in Greek and Latin compulsory. The educationists feared to leave out religious instruction entirely, so sought to teach some religious truths through the medium of text books, and the "examples and precepts" of the teachers.

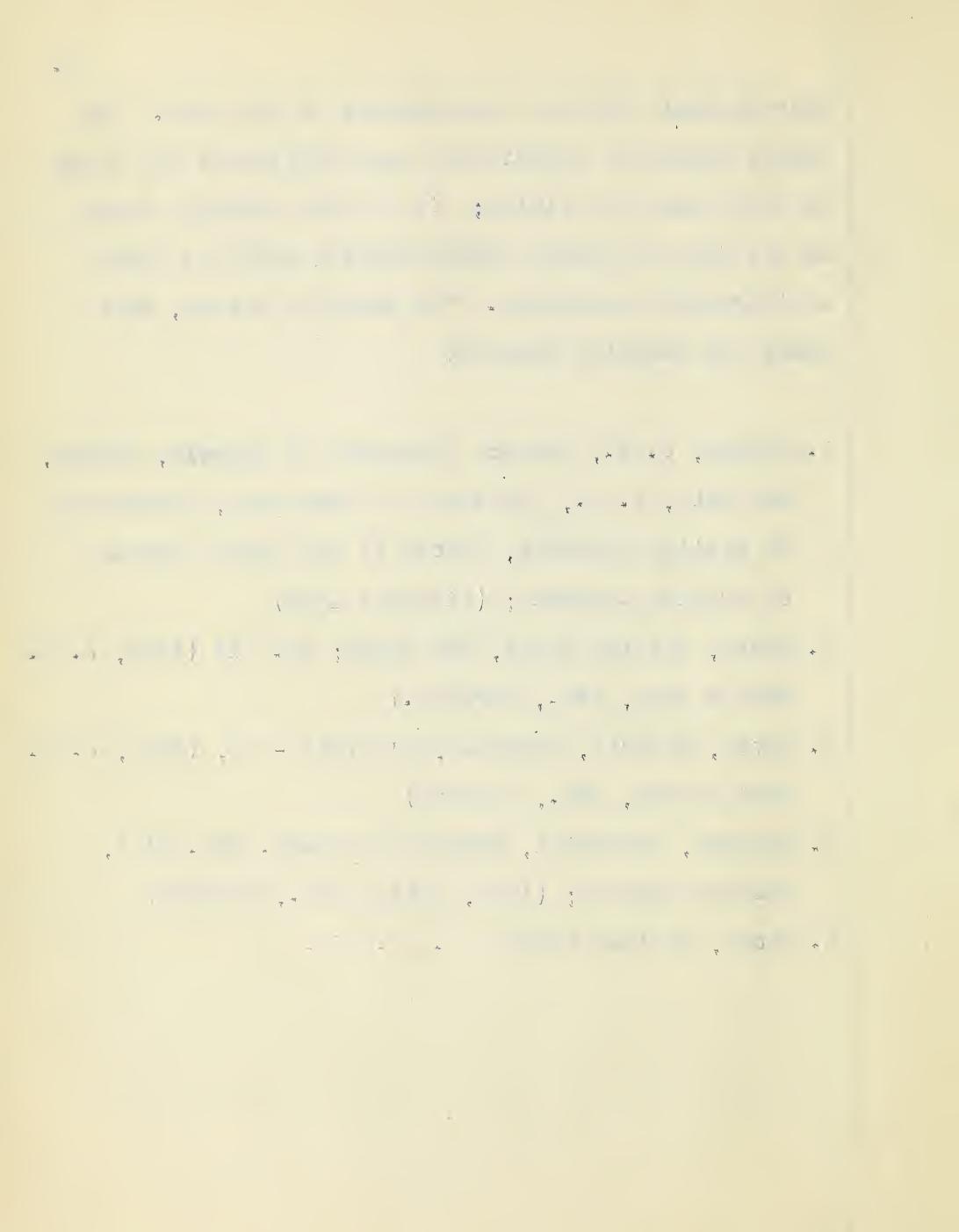
As time went on, Ontario adopted a middle course between that of England and her prosperous neighbor to the

south. By 1891, the period at which the Territories were becoming interested in secondary education, cultural subjects had been relegated to a minor or optional place on the programme (Appendix IV). Scientific subjects and those thought to develop the reasoning faculties were made prominent. Religious instruction gave way to the teaching of ethics; finally casting aside all emotional training as empirical, the state directed education along the lines of reason and light, having in mind the building up of a prosperous country peopled with reasonable and intelligent beings.

Quebec has not changed her mind, and there have been many clashes of opinion between Catholic Quebec, and Protestant Ontario on the subject of education. The Catholic mind can see no possibility of separating religion and education, and so, as Western Canada was opened up, and Catholic people came westward, the church fought to secure religious privileges for her people. Ontario on the other hand, satisfied with the results of her educational programme has made herself champion of Protestantism and a secular school system, and set her

face against Catholic encroachment in the west. Our school system in Alberta has been influenced all along by this clash of opinion; it is felt strongly today as the idea of larger administrative units is being so thoroughly canvassed. The question arises, what about the Catholic schools?

1. Putman, J. H., Senior Inspector of Schools, Ottawa, and Weir, G. M., Professor of Education, University of British Columbia, Survey of the School System of British Columbia; (Victoria 1925)
2. Moore, William Henry, The Clash; Ch. V11 (1918, J. M. Dent & Sons, Ltd., Toronto.)
3. Bovey, Wilfrid, Canadien, Ch's V111 - IX, (1933, J. M. Dent & Sons, Ltd., Toronto)
4. Burwash, Nathaniel, Makers of Canada. Vol. X111, Egerton Ryerson; (1910, Mowey & Co., Toronto)
5. Moore, William Henry



CHAPTER II

Union Schools in the North West Territories.

In 1870, the Dominion Government acquired from the Hudson's Bay Company the territory now known as Alberta and Saskatchewan. As there were then very few white people living in this area it was merely public domain. Five years later under the Premiership of Sir Alexander MacKenzie, the North West Territories Act was passed giving to the North West Territories a resident Lieutenant-Governor and Territorial Council. Among other things this Act authorized the Council to establish a system of schools. However the Hon. Edward Blake in the course of the debate on the North West Territories Bill had called attention to the fact that it made no provision for separate schools. Accordingly an amendment had been adopted which authorized a dual system of schools -- Protestant and Catholic -- at the instance of the ratepayers. A majority of ratepayers in a school district might establish such schools therein as they saw fit, and if the minority objected to the kind of school maintained, they could establish their own school, in which case they paid taxes for its support, and were relieved of the

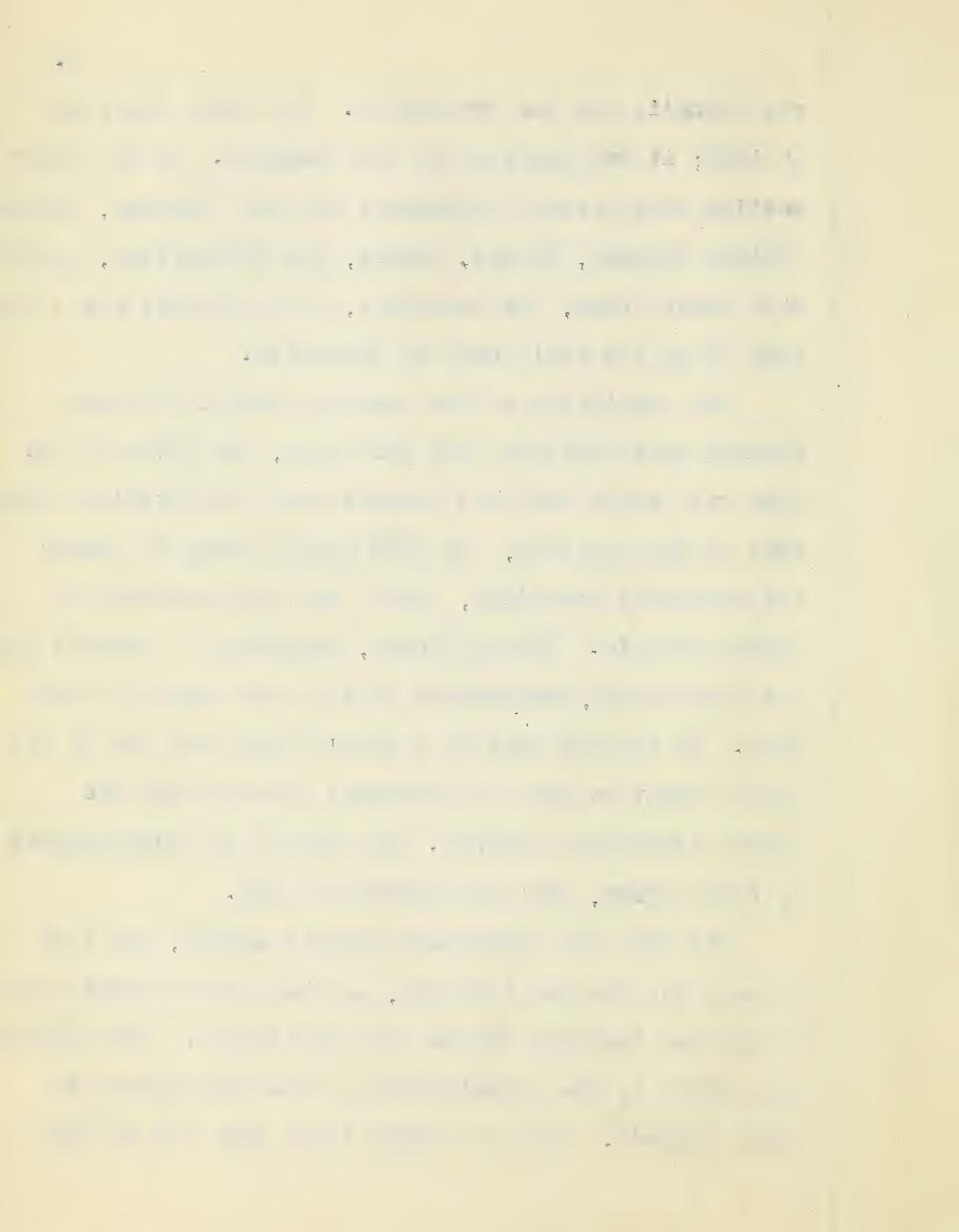
obligation to support the majority school. Under this law a majority in a school district could create a Catholic school. In a school district, where the Catholic rate-payers were in the minority, they could create a school, Catholic in character. As population increased there would then tend to be two schools in each populous district, and in those districts where it was possible to maintain only one school, the majority would hesitate to establish a school which might be objectionable to the minority.

In 1875 there were still only some five hundred white inhabitants in the North West Territories and as a result for some time little thought was given to educational matters. It was not until 1883 that Mr. Frank Oliver, member of the North West Council from Edmonton, introduced the first bill to organize a Territorial system of education. This measure met with serious difficulties and it was not until the following year that the first school ordinance was passed by the North West Council. In 1885 this measure was amended in important respects. The result was a system very similar to that of the province of Quebec. It provided for a Board of Education to administer the School Law. This board was to consist of two sections,

one Catholic and one Protestant. The first Board met in 1886; it was composed of five members. At the first meeting were present Lieutenant Governor Dewdney, Chairman, Father Lacombe, Messrs. Secord, and Marshallsay, together with James Brown, the Secretary, who continued for a long time to be the real Board of Education.

The completion of the Canadian Pacific Railway brought more settlers into this area, and tales of the ease with which land was brought under cultivation lured many to the prairies. By 1886 people began to clamor for secondary education, other than that provided by church schools. Thomas Grover, Inspector of Schools for the Territories, recommended this in his report of that year. He thought that in a year's time from two to six pupils might be sent to secondary schools from the larger elementary schools.⁴ His report was supplemented by James Brown, and was adopted in 1886.

Not only were secondary schools needed, but also schools for teacher training, as there was a great scarcity of trained teachers within the Territories. The problem was solved by the organization of what were known as union schools. That is "where there were two or more



adjacent schools with an aggregate daily attendance of not less than sixty pupils, where not less than three teachers were employed and where not less than fifteen pupils from such schools had passed the High School Entrance Examination, the trustees were to furnish accomodation for a High School Gourse, and the Board of Education might authorize the establishment of a Normal course". These regulations were adopted in 1889 and our first state secondary schools in the Territories were thereupon established. It is interesting to note that one of these was a high school in Calgary, opened in 1889, with Mr. James Shortt as principal, and about thirty students in attendance.

The first course in union schools (Appendix III) was really a continuation of public school work. Standard V was made a high school grade, and with normal training the student might qualify for a third class certificate. Standard VI with normal training gave the student a second class certificate. Not much thought was expended on this course, the idea being merely to give the student an extra year's grounding before allowing him to teach; composition, writing and history were either reviews or continuations.

This course (Appendix III) did not remain in use long. Since students of the age of thirteen to fifteen years were able to cope successfully with examinations for third class certificates, it was easy to see that it was too simple to constitute a satisfactory high school course. It was revised in 1889-90, and became a separate course, distinct from the public school. An examination of this course (Appendix V) with the Ontario courses of approximately the same date (Appendix IV) shows that it follows the Ontario pattern, and draws a number of text books from Ontario, though it is meagre in outline. The course was revised and enlarged in 1891, giving us our first detailed course for the Territories. (Appendix VI)

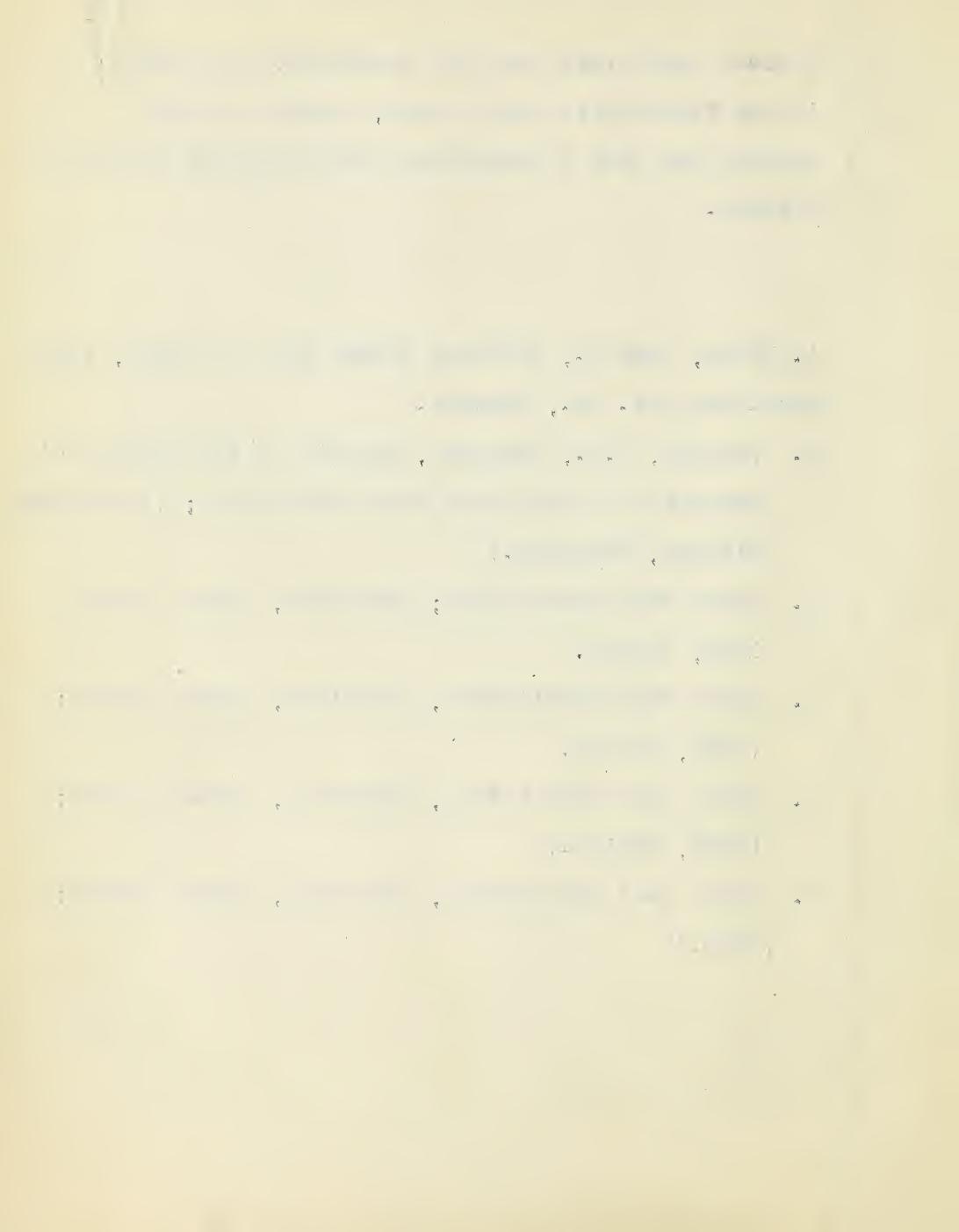
Some of the Regulations passed in 1889 -90 are very interesting, especially to the teachers of the present day: "The maximum salary of the Principal of a Union School shall not exceed \$1800.00 per annum." Neither was the Government modest in its demands for high qualifications. The principal of a union school must be a graduate of some university within Her Majesty's Dominions or have a standing equivalent.

Another regulation of interest to teachers was the list of books and apparatus which the School Board was required to purchase (Appendix 11). Outside the large cities, few of our modern high schools are equipped with an *Encyclopedia Britannica*, a Biographical Dictionary, an *Encyclopedia of English Literature*, with books of reference in English literature such as Taine or Dowden. In classics and geography the teacher had a wealth of reference material which fills the teacher of today with envy. Our modern high schools, outside the large cities, have few if any worth-while reference books. These books required in 1889 were well chosen, for in spite of the extent of modern research many of them still constitute our most reliable reference works.

Undoubtedly the union school served an excellent purpose in its time. It helped supply the Territories with teachers, as well as provide some secondary education for boys and girls of the time. There was however a great deal of dissatisfaction over the division of the principal's time between teacher training and the teaching of academic subjects. It was merely a primitive organization designed to bridge a gap between the first

pioneer conditions and well established settlement in the Territories and as such, served a useful purpose and laid a foundation for our modern system in Alberta.

1. Dafoe, John W., Clifford Sifton and his Times, 1931 MacMillan Pub. Co., Toronto.
2. Jaffary, J.A., Pamphlet, Outline of the History of Education in the North West Territories; (Provincial Library, Edmonton.)
3. North West Territories; Education, Annual Report 1886, Regina.
4. North West Territories, Education, Annual Report; (1886, Regina.)
5. North West Territories, Education, Annual Report; (1889, Regina.)
6. North West Territories, Education, Annual Report; (1889.)



CHAPTER III

Advancement in Secondary Education in the North
West Territories.

As a result of the North West Territories Act of 1875, there was considerable friction between the Catholic and Protestant sections of the Board of Education for the Territories. The Territorial Council took matters into their own hands in 1892, and made a new school law more in keeping with the needs of the people. This law is generally known as the "Haultain School Ordinances". It defined accurately what the privileges of the minority were to be with respect to separate schools. The Roman Catholic minority felt their rights to be impaired and appealed to the Federal Government, but Sir John Thompson who was then Minister of Justice declined to interfere and the Ordinances remained as law. All schools, both public and private were brought under the control of the government from 9.00 A.M. until 3.30 P.M. Religious instruction was thus limited to the half hour from 3.30 to 4.00 o'clock.

Another step designed to prevent future friction was in 1892 when a School Ordinance abolished the dual

language system in the Territories. This probably caused no great hardship at the time since it seems to have been used merely by the French speaking Fathers in a few schools.¹ At this same time the Board of Education was abolished and a change made to a Council of Public Instruction, composed of members of the Executive Committee of the Legislative Assembly with four appointed members, two Protestant and two Catholic, to act in an advisory capacity only. In 1893 four other members were appointed to the Board, His Lordship, the Bishop of Saskatchewan, Calgary; Rev. Father Caron, Regina; A. E. Forget, and Principal Smith of Moosomin.

One of the first Acts of the new Council was to appoint D. J. Goggin as Superintendent of Education for the North West Territories. He was born in Durham, Ontario, 1849. He trained for teaching, and became successively assistant in Whitby High School and principal of Millbrook and Port Hope Schools. He was appointed principal of the Manitoba Normal School, and entered the University of Manitoba, where he secured both B.A. and M.A. degrees. In 1900 Trinity University, Toronto conferred on him the honorary degree, D.C.L. He was a

member of the Council of Manitoba University, and a member of the Advisory Board of Education³. In 1893 D. J. Goggin was given entire charge of the educational affairs of the Territories. During the next decade, to his energy, tact, administrative capacity and broad knowledge of educational problems, the Territories are largely indebted for their advanced educational system, and the absence of friction which to a large measure has marked its working. Thus it was Dr. Goggin who laid the real foundation for our present educational system in Alberta and Saskatchewan.⁴

The state having secured control of education made it serve her interests. In the Territorial Ordinance of 1898 D. J. Goggin outlined the purpose of a High School which he said is, "to teach those subjects, a knowledge of which is helpful in the transaction of business, the duties of citizenship, the care of the body and the formation of moral character."

Again in his report of 1901 to F. W. T. Haultain, Chairman of the Council of Public Instruction he explained just how education serves the need of the state: "the State recognizes that the educated man is capable of higher service than the uneducated one, that the broader

a man's views, and the more liberal his culture, the more intelligent will be his grasp of state needs and the more effective his labours in its behalf. The local community and the family recognize that the enrichment of the individual through liberal instruction and training along cultural, social and vocational lines, means an improved home and community life."

The high school, he says elsewhere, "except incidentally is not a fitting school for University or College or Normal School; it is not a select school for the wealthy or well born, or the intellectually gifted. It is for all who feel the need, and believe in the benefits of education. It supplements and simplifies the work of the elementary school and gives a more adequate, because a broader preparation for life." Under the impulse of these ideas the high school in the Territories became not only a state institution, but a democratic one.

In 1890 there were not many registered high school students in what is now the Province of Alberta. For the non-professional examinations of 1890, Calgary sent eight candidates, Lethbridge nine, Red Deer five,

Strathcona twenty-four, Medicine Hat six, making a total of fifty-two candidates. The standard was still low, and so the Council fixed an age limit for receiving certificates. The Edmonton Bulletin, May 24, 1897, under the heading, "Granting Certificates to Candidates" says, "Males under eighteen years of age and females under sixteen years of age, may, upon payment of a fee of five dollars, write with the candidates for non-professional certificates. A statement of the marks will be given them, but this statement will not be accepted as the equivalent of a certificate when the age limit has been attained".

While there was a great dearth of teachers in the Territories, so great that the Government had protected itself by a "maximum salary" law, yet there was present the feeling that if the courses could be mastered by boys of seventeen and girls of sixteen, it would be generally held that the curriculum was too easy in comparison with that of other provinces. The West, conscious of its newness, was trying to present an imposing appearance in education to the rest of the Dominion without having a solid basis of merit. It is one of the bits of shoddy that we have clung to with considerable pertinacity throughout our checkered career.

In 1898, D. J. Goggin reviewed and expanded the course, making the outline in physics and botany very complete. In this new country a knowledge of the plant life added great interest to the settler. There was another reason; several enthusiasts in botany had found their way westward and were eager to be the first to find new specimens of plant life and relate them to known forms. Their enthusiasm was contagious, and influenced educational circles.

As the main industry of the Territories was farming, the course in agriculture was overhauled, and an attempt made to make it of practical value by correlating chemistry, physics, and botany with agriculture. Suitability of soils for different crops, content of soil, fertilization and nitrogen fixation were real problems, requiring a knowledge of chemistry, while irrigation projects and various inventions of the time brought physical science into the foreground.

In 1901 the Council of Public Instruction was replaced by a Department of Education with the Hon. F. W. T. Haultain as Commissioner.

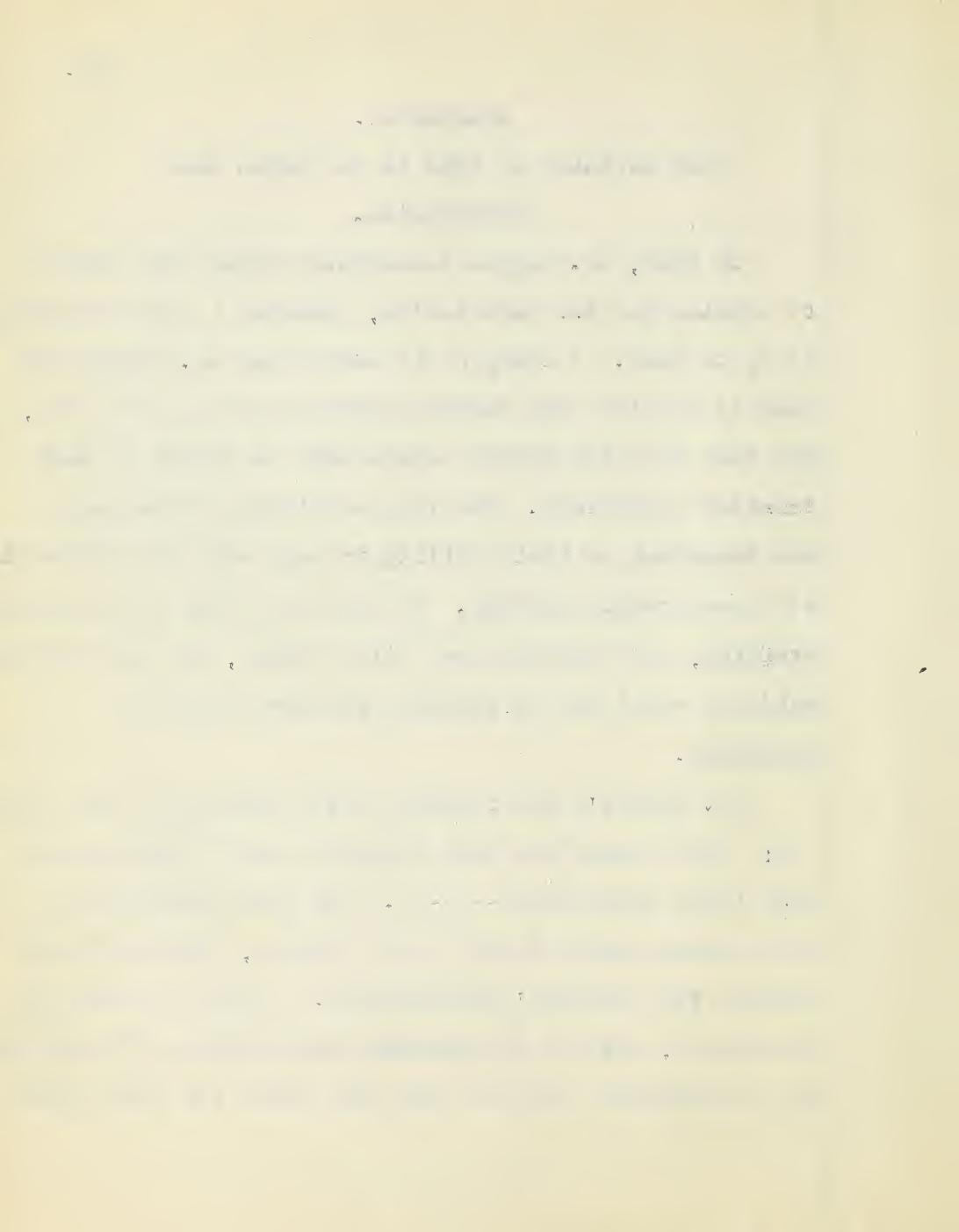
1. Armstrong, W. H. C, Separate Schools in the New Provinces; 1918, Saskatoon.
2. Jaffary, J. A, Outline of the History of Education in the North West Territories; (Provincial Library, Edmonton)
3. Morgan, Henry James, Canadian Men and Women of the Time; William Briggs, Toronto 1912.
4. Black, Norman Fergus, A History of Saskatchewan and the Old North West, Regina C (1913)
5. North West Territories, Education, Annual Report, 1898, Regina.
6. Appendix VI

CHAPTER IV.

The Revision of 1902 in the North West
Territories.

In 1902, Dr. Goggin thoroughly revised the course³ of studies for the Territories, widening it and bringing it up to date. A study of it shows that Dr. Goggin had come to realize that Western Canada was very primitive, and that the high school course must be framed to meet frontier conditions. The very existence of the people was dependent on their ability to cope with the difficulties of a new prairie country. It was not a time for cultural training, yet tradition was still strong, and old cultural subjects could not be entirely excluded from the programme.

Dr. Goggin's own comment on the purpose of the course is: "Our course has been framed to meet actual rather than ideal conditions ----- . The great majority of high school pupils do not go to college, and should not prepare for teachers' examinations. It is the needs of the pupils, and not the entrance requirements of colleges and professional schools that must shape the high school



courses of studies ----- . The training undergone, the habits formed, the knowledge of Literature, History, Mathematics and Science must surely be a good foundation on which to face the higher studies of Colleges and Professional Schools".

High school education was to be reduced to the elementals; nobody yet thought of higher mathematics as superfluous for the average student. Educationists still believed in the transfer of training, and that business acumen was developed by training in mathematics. Students intending to train for teachers might offer French, Latin or German as the equivalent of certain portions of mathematics. This action was probably taken on behalf of those students, especially girls, who found it impossible to master senior mathematics, but whose services were needed as teachers in the Territories.

The amount of English was increased very considerably, and made to include representative selections from many of the great English authors. A few American authors, such as Longfellow, found their way into our English course.

The amount of general history to be read was increased. The supplementary reading for Standard VII must

have been rather appalling to the average student. The history of Canada and Great Britain was brought up to date and the amount of general history in Standard VII was lessened; Swinton's, "Outlines of World History", an American publication, was introduced.

In this course there was the first real attempt to adapt the studies to the Western part of the world. As it was idle for a student of the prairies to memorize the counties and county towns of Ontario and know nothing of his own surroundings, a North West edition of the New Canadian Geography was introduced. A further attempt to master conditions at home, was the introduction of the Manitoba edition of Spotton's High School Botany.

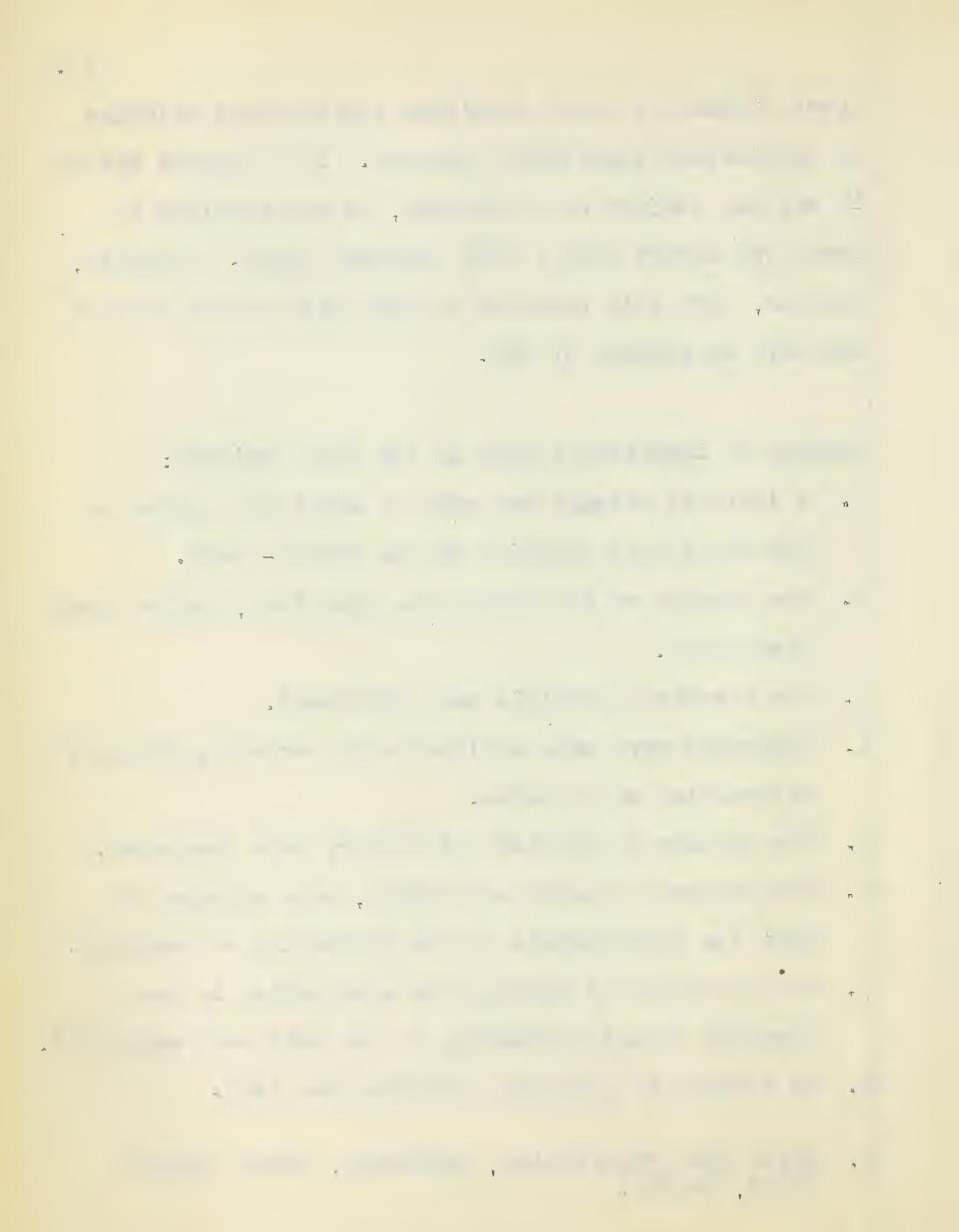
At this time the courses in Latin and French were revised to meet the matriculation requirements of the University of Manitoba. That institution also agreed to accept certain other of the Territorial examinations.

The hard and fast rule of promotion by standards was re-emphasized. The regulations state, "Before being permitted to write on the examinations prescribed for a given Standard, Candidates intending to enter the Normal School must have passed that prescribed for the next

lower standard or have submitted satisfactory evidence of scholarship equivalent thereto". If a student failed in any one subject of a standard, he was required to cover the entire work of the standard again. Students, however, were only required to make 34% on each subject and have an average of 50%.

Summary of important points in the 1902 Revision:

1. A definite attempt was made to adapt the course to the conditions peculiar to the North - West.
2. The purpose of the course was practical, rather than idealistic.
3. The elective principle was introduced.
4. Languages were made optional with certain portions of mathematics and science.
5. The amounts of English and history were increased.
6. The courses in Latin and French, were arranged to meet the requirements of the University of Manitoba.
7. The necessity of passing the examination in one standard before proceeding to the next was recognized.
8. No vestige of religious training was left.
1. North West Territories, Education, Annual Report (1902, Regina)



2. North West Territories, *ibid.*

3. Appendix VII

CHAPTER V

The Alberta Revision of the Course
for Secondary Schools 1912.

By 1900 the population of the Territories had so greatly increased that the Legislative Assembly voted an address to the Governor-General-in-Council, praying for the erection of a new province in the Territories. Again the separate school question was raised, and again there was a clash of opinion. The Catholics of Quebec wanted to impose separate schools on the new provinces, and to make such a system permanent by embodying it in their constitution. For five years there was a great deal of intrigue, and public feeling ran high. The drafting of the Act was in the hands of Sir Charles Fitzpatrick, a Catholic, and some claimed that the Pope had been consulted in the drafting of it. It gave the new provinces the dual system of education that had been authorized in 1875.

The English speaking provinces spoke out in no uncertain terms, and when the Hon. Clifford Sifton resigned from the Cabinet, the Government amended this

section of the Act to conform with the Haultain Ordinances the Territories had passed in 1901. After five years of wrangling, the Alberta and Saskatchewan Acts were passed in 1905.

When the Province of Alberta was formed, the school system, the history of which we have already traced, was in operation. There were six hundred and two authorized school districts, and four hundred and eighty-five pupils doing high school work. The School Ordinances of the North West Territories became the school law, and the course of studies automatically came into use.

Educational affairs in Alberta were to be administered by a Department of Education under a Minister of the Crown. The first Minister of Education was the Honorable Alexander Cameron Rutherford, Prime Minister of the Province. He was a man of vision and boundless optimism. At the first session of the Legislature in 1906, he sponsored an Act for the establishment of a Provincial University, and by 1908 the University had actually started with between thirty-five and forty students in attendance. Nor did he centre his entire attention on higher education, but tried to bring the elementary school within the reach of every boy and girl in the Province. In the years from 1910 to

1912, a new school district was organized, and a new school built almost every day in the year.

Not only had Dr. Rutherford boundless optimism but a genius for getting things done. In 1908, he began to take steps for a new course of studies for Alberta. While it was the consensus of opinion among educationists that the Territorial course of 1902 was a good one, they were looking forward to a general balancing and strengthening of it. Then too Alberta, proud of her provincial status, was eager to have a course bearing her own provincial stamp. Dr. Rutherford requested the advice and assistance of a committee representing the elementary schools, secondary schools, normal schools, inspectors of schools and the university. This committee under the general chairmanship of Dr. Tory, President of the University divided itself into sub-committees to work out the details of the scheme, while the whole committee saw to it that the courses were properly graded from the primary class to the university matriculation. After the resignation of the Hon. A. C. Rutherford as Minister of Education, the work of the revision was continued by the Hon. C. R. Mitchell, Minister of Education.

The following is a list of the members selected for a Committee to revise the Programme of Studies for public and high schools.

University

Dr. H. M. Tory, Strathcona.

Professor W. A. R. Kerr, Strathcona.

Inspectors.

J. A. Fife, B.A., Edmonton.

J. W. Brown, B.A., Macleod.

J. A. Smith, B.A., Calgary.

J. F. Boyce, B.A., Red Deer.

Superintendents.

Jas. McCaig, M.A., Edmonton.

A. M. Scott, B.A., Ph.D., Calgary.

W. A. Hamilton, Lethbridge.

Teachers.

Wm. Rea, M.A., Edmonton,

A. C. Newcombe, B.A., Calgary.

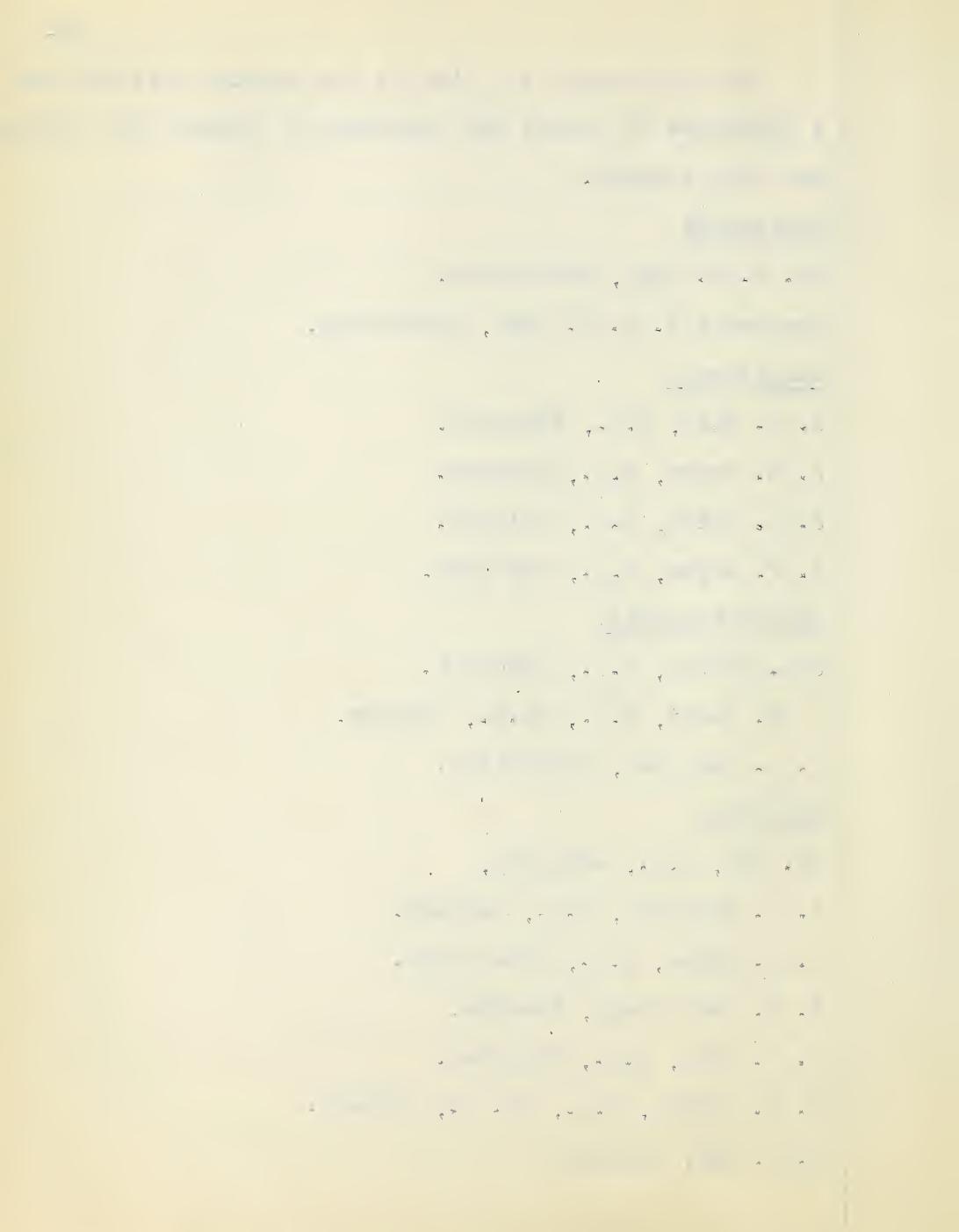
G. A. McKee, B.A., Strathcona.

N. E. Carruthers, Lacombe.

F. S. Carr, B.A., Edmonton.

E. W. Coffin, B.A., Ph. D., Calgary.

W. E. Hay, Calgary.



J. J. Le Blanc, B.A., Edmonton.

J. A. Connelly, Calgary.

Miss E. M. Burnett, Calgary.

Miss Kate Chegwin, Edmonton.

Mrs. Ida F. Terry, Wetaskiwin.

This committee was entirely drawn from those bodies actively connected with the work of education within the Province. The demand for revision had come from the educationists themselves. It was characteristic of the paternal government of the time, that those in authority should anticipate the needs of the people and provide for them, before the people realized the need themselves. Dr. Tory was chairman of this committee of revision; he was not only President of the University, but was fast becoming an outstanding figure in the educational affairs of the Dominion. As he is so intimately connected with the educational life of the Province, I shall pause to give the main facts of his educational career.

HENRY MARSHALL TORY, M.A., D.Sc., LL.D., F.R.S.C.
F.R.H.S.

President University of Alberta 1908-1928.

Dr. H. M. Tory a native of Nova Scotia, a graduate

of McGill University, gold medallist in mathematics and physics, later having received the degrees of M.A., D.Sc. and LL.D., was appointed President of the University of Alberta in 1908; or to be more accurate the prospective University of Alberta, for on his arrival in Alberta, he had to seek both class-rooms and students. He was appointed Chairman of the Committee for the Revision of the High School Course of Studies in 1910.

Dr. Tory has held many important positions in the educational world. Among the most outstanding of these are:

Member, Executive Committee, Universities' Bureau, British Empire, 1912- 1926;

Member of the Royal Conservation Commission for Canada, 1919-26;

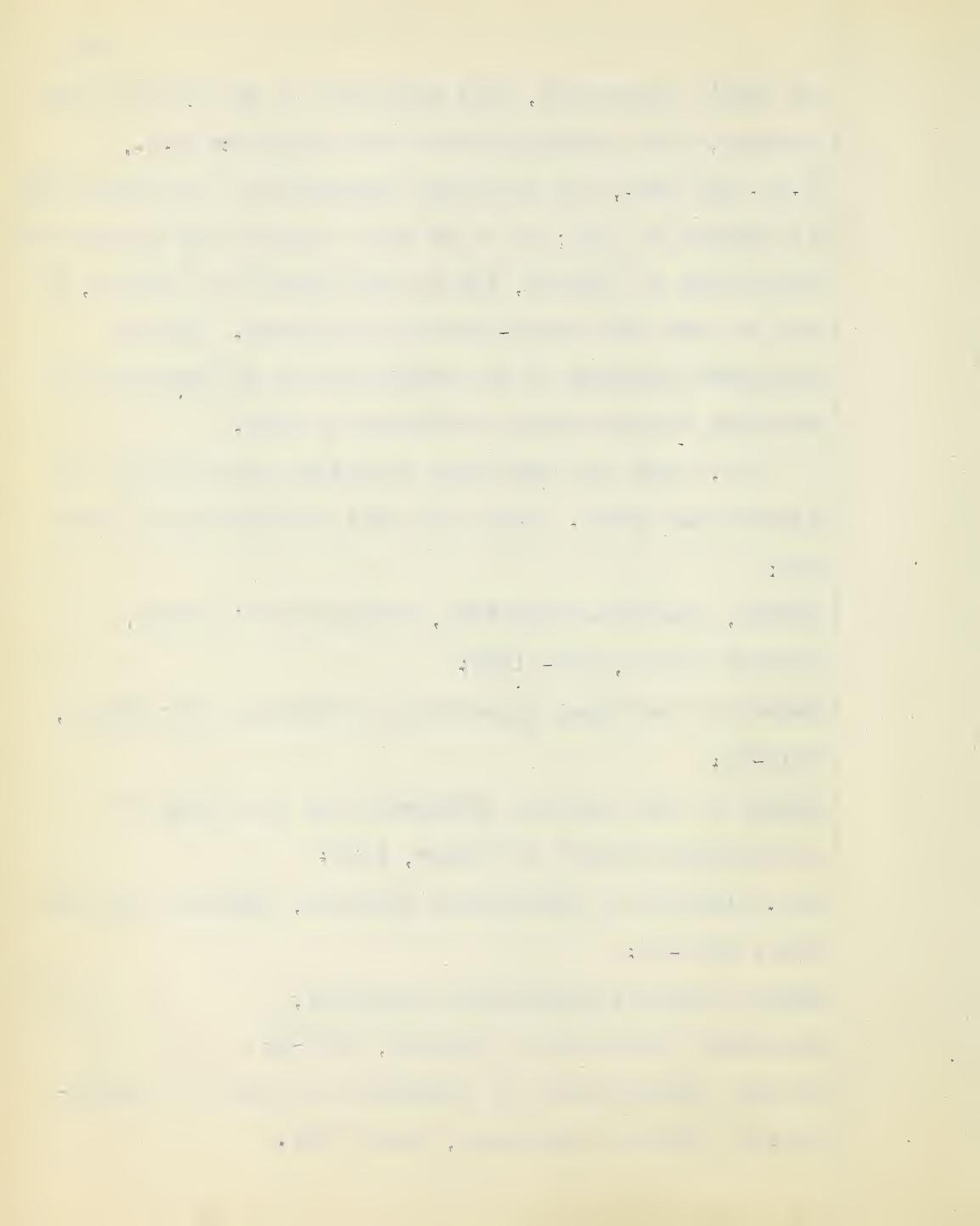
Member of the American Commission for the study of Agricultural Credit in Europe, 1913;

Col. Director of Educational Services, Canadian Overseas Force 1917-19;

Member Imperial Educational Committee;

President University of Alberta, 1908-28;

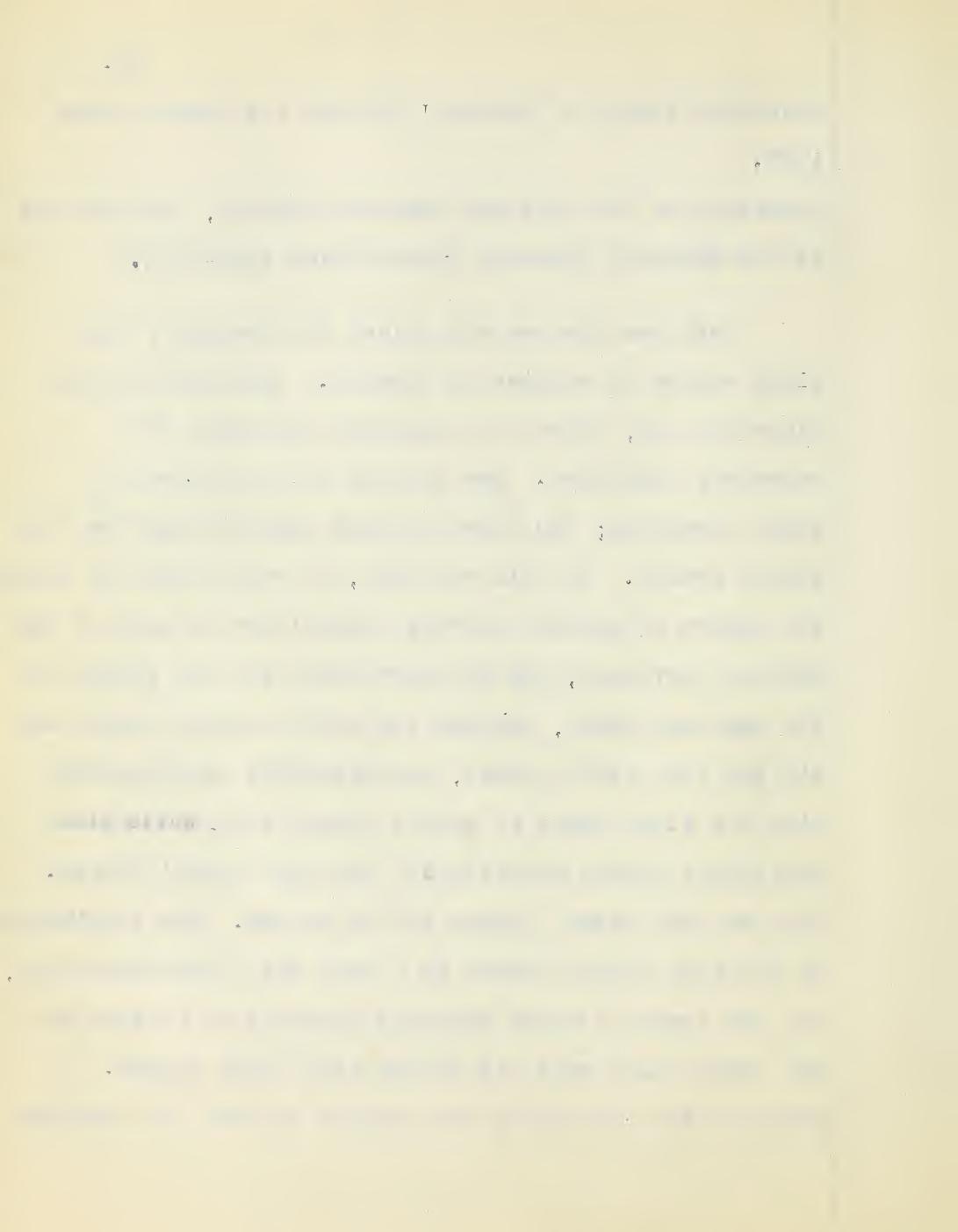
Special Commissioner for Canadian Government to Panama-Pacific Science Conference, Japan 1926;



President League of Nations' Society for Canada since 1929;

President of the National Research Council, and Director of the National Research Laboratories 1928-1935.

Such was the man who guided the framing of our first course of studies in Alberta. According to our Education Act, there is no special provision for secondary education. Our schools had consisted of eight standards; the three highest constituting the high school course. In this revision, it was decided to adopt the system of grading in very general use in most of the Eastern Provinces, and in practically all the States of the American Union, whereby the public school course is divided into eight grades, approximately corresponding with the eight years of public school life, while four additional grades constitute the high school course. This was the major change in the course. The lengthening of the high school course by a year was a wise provision, for the amount of work formerly required to be done in the three years made the course very heavy indeed. Moreover the university was anxious to have the students



enter with as thorough a foundation as possible for the more advanced work.

The committee adhered to the system of fully completing the work of one grade before proceeding to a higher one. This did not work the grave injustice which many people suppose. In order to pass a departmental examination, a student was required to obtain 50% of the total number of marks, 40% on the paper in English Composition and only 34% on every other paper.³ The student would be weak indeed who could not make 34%, and would be unfit to study a more advanced unit.

In addition to "revitalizing" the course, the Committee effected an elaboration of the work in music and art, and a skilful correlation of geography, nature study and agriculture. A complete course of physical culture and military training based upon the syllabus provided by the Strathcona Trust was adopted.

In chemistry, physics, and biology, there was a general feeling that no experimental work was being done by the pupils, that is the pupil themselves did not handle the apparatus under expert supervision, and an effort

was made to make these subjects experimental as far as possible. That this was not really successful was not the fault of the course but due rather to the lack of sufficient equipment in the schools, and to the dearth of trained enthusiastic teachers in this department.

The course was ready by 1912, and there was a general feeling that it compared favorably with the courses of the other Provinces of the Dominion. There were now one thousand, six hundred school districts in operation in Alberta, and a high school population of two thousand, seven hundred and forty-three. The university and normal school both furnished new incentives to students to seek a secondary education. The people of the Province were looking eagerly to the future: there seemed boundless opportunity stretching in front of everybody, especially boys and girls with an advanced education.

But the new curriculum was just fairly launched when the Great War broke out. Public attention was turned abroad to the war in Europe; and at home it was focused on expeditionary contingents, the Patriotic Fund and the work of the Red Cross. Education did not lag,

though there was a great scarcity of teachers and salaries went up from \$600.00 for public school teachers to a minimum of \$840.00, and for teachers in secondary schools from \$900.00 to \$1700.00. The Hon. J. R. Boyle, Minister of Education, made it an objective to bring a Grade VIII education within the reach of every boy and girl within the Province. By 1918, 6.22% of pupils were in high school as compared with 4.09% in 1912.⁴

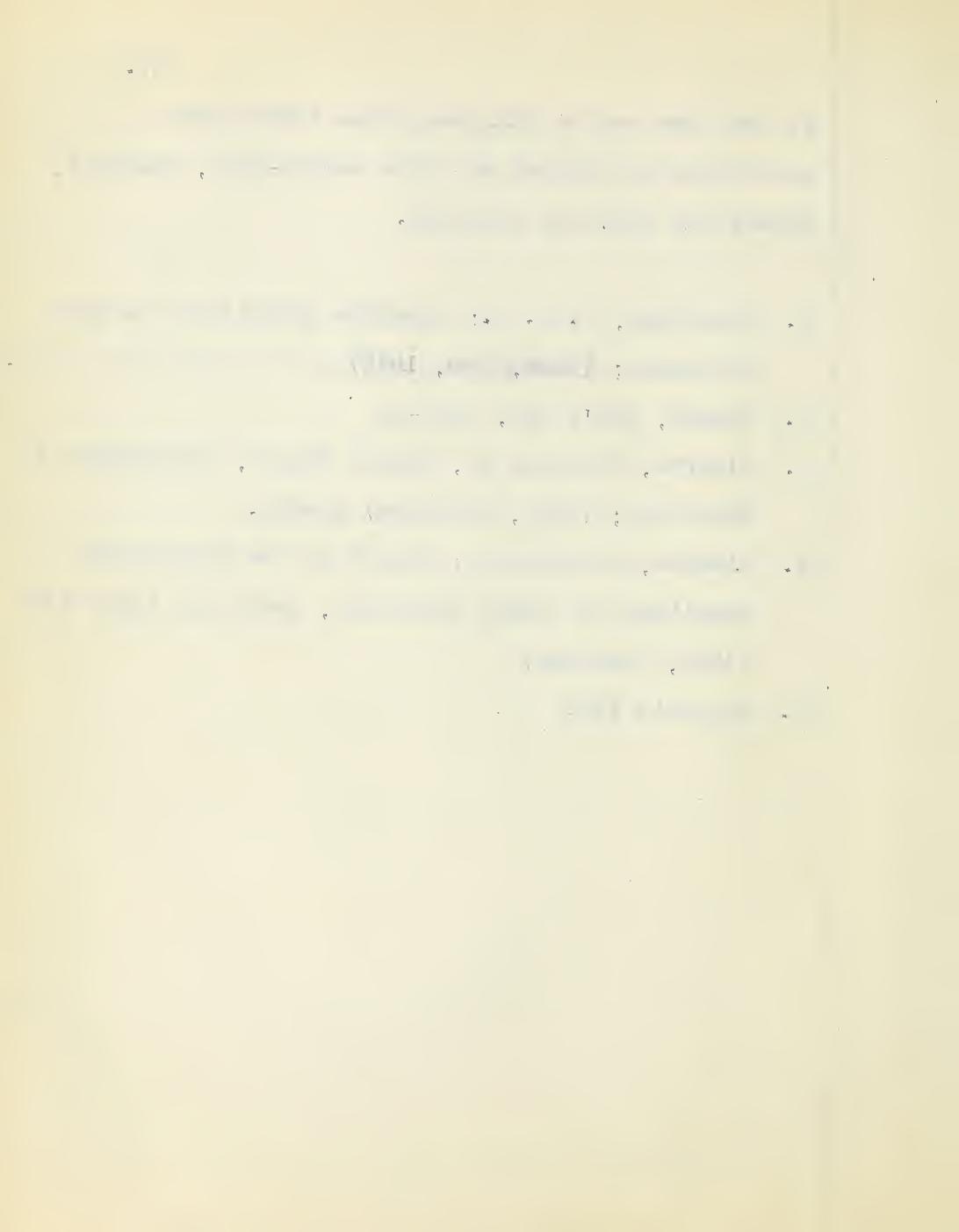
During these war years, all German schools within the Province were closed, and German was seldom taught in the high schools.

Women's organizations such as the Women's Institute, and the Women's Christian Temperance Union became actively interested in the problem of the new Canadians and pressure was brought to bear by several patriotic societies for the more rapid Canadianization of our foreign population.

During these years in the schools there was a great development of student activities; school journals were started, and year books were gotten out. All forms of athletics came to take on a tremendous importance. Dancing became general in the high schools. The trend

of the time was to turn away from traditional activities and launch out into basket-ball, football, hockey and physical training.

1. Armstrong, W. H. C.; Separate Schools in the New Provinces; (Saskatoon, 1918)
2. Canada, Who's Who, 1933-34
3. Alberta, Province of, Annual Report, Department of Education; (1913, Edmonton) *passim*.
4. Alberta, Province of; Report of the Legislative Committee on Rural Education, Sessional Paper 136 (1935, Edmonton)
5. Appendix VIII



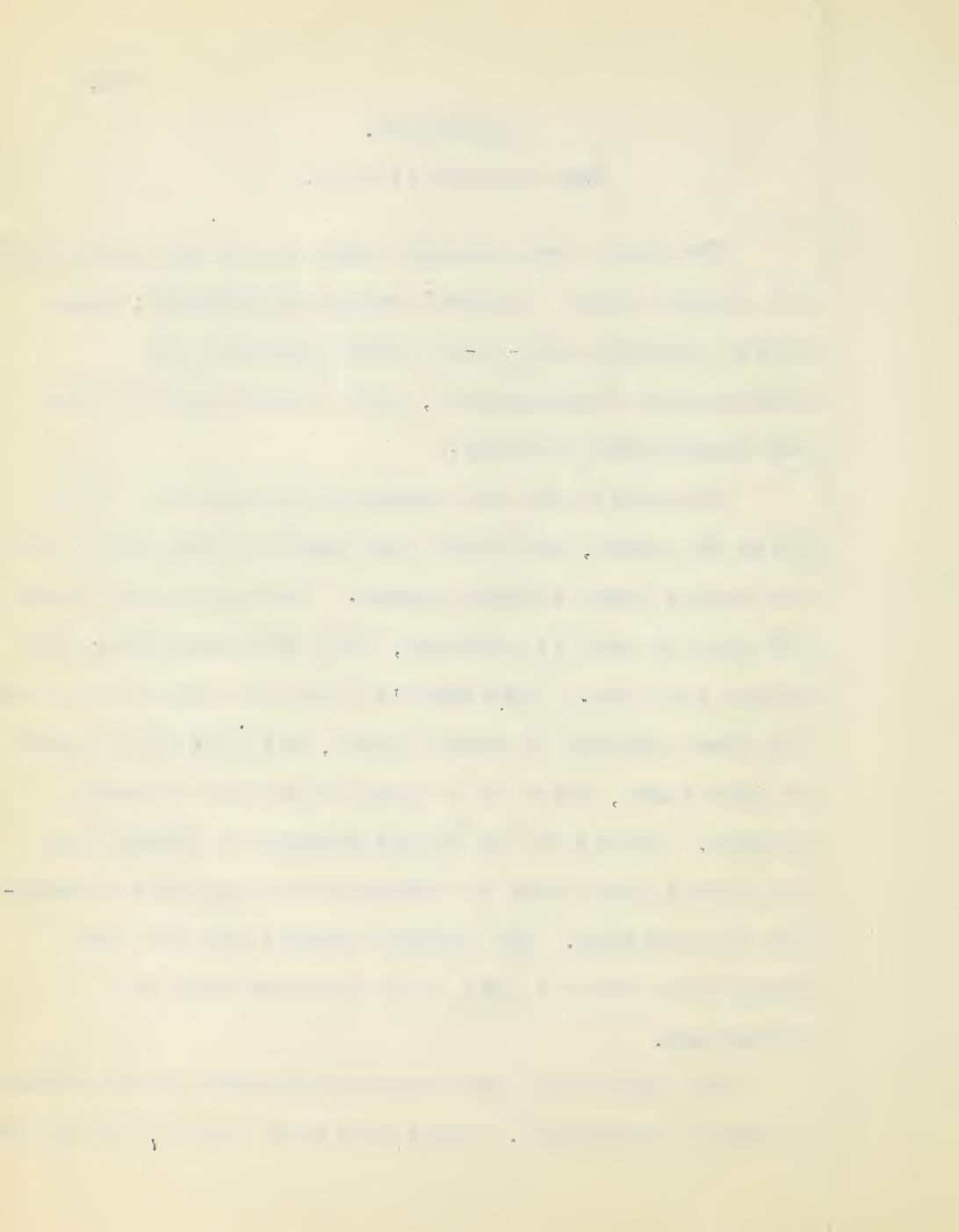
CHAPTER VI.

The Revision of 1924.

The Great War destroyed many of our old traditions, and brought about a general social disturbance; many people formerly well-to-do found themselves in straightened circumstances, and others recently poor had accumulated fortunes.

During the War the farmers had received a high price for wheat, and stock, and many of them were prosperous beyond their wildest dreams. The high prices could and must be made to continue, they were convinced; the farmer was king. The farmer's increased wealth gave him the time and means to travel about, and gave him a sense of importance, which as a class he had not hitherto enjoyed. Locals of the United Farmers of Alberta and the United Farm Women of Alberta were organized throughout the Province. The farmers entered politics and swung into power in 1921 on an enormous wave of enthusiasm.

They came into power firmly believing in the efficacy of "group government". Their political ideals, new to them,



loomed up on their horizon with magnified dimensions. The machinery of government became somewhat of an obsession to them. In short group government was on the nerves of the people, and waiting to be unloaded on the high schools of the Province.

During the Great War Canadians played their part and when the War was over, we were conscious of our nationhood. We were no longer merely a part of the British Empire but a nation among the nations of the world. We were anxious to make this thoroughly understood, and have the idea incorporated in our high school teaching in history and in English.

One of the lessons learned in the years from 1914 to 1918 was the importance of the command of national resources. The people of Canada learned that in future, victory will come to the nation which has control of, and has made the best use of natural endowments, whether of food supplies or of economic materials. Alberta feeling the importance of natural resources, immediately set up a claim for control of her resources, which she later obtained from the Dominion Government.

Although theoretically there was to be no more war,

if there should be one, the chemical laboratories would play a large part in its success. That nation which could keep in advance of the others in scientific research would have the best chance of winning. This fact, but to a much greater extent the normal demands of industry and agriculture in times of peace, gave a stimulus to science and scientific research in the university, and this in turn was reflected in the attitude towards high school work, which lays the foundation for the later work of the university.

Concurrent with these forces was the awakening consciousness of the dignity and importance of teaching, and a consequent desire on the part of the teachers to present an imposing front, to make a declaration of independence and to secure professional status. The Alberta Teachers' Alliance, established during the war years, was pushing hard to have a new programme of studies which might reflect the importance of its work to society and the need of adjusting the content and methods of education to the changing times.

The University of Alberta had just initiated courses in education, and Dr. J. MacDonald and Mr. E. D. McPhee

had been appointed to the staff to give instruction in the work. There was a great deal of thinking in regard to educational measurement and "the placing of studies on a sound psychological basis"; the University was striving to bring both content and methodology of the high school course in line with the most advanced stage of educational thought.

G. F. McNally, M.A., Supervisor of Schools, was Chairman of the revision committee. The following is a short sketch of his educational career:

G. F. McNally is a native of Fredericton, N.B., and an Honor Graduate in Classics from the University of New Brunswick. He came West in 1906 to accept a position on the staff of the Strathcona High School. He became a member of the first convocation of the University of Alberta, and shortly afterwards received the degree of M.A. from this University.

In 1909 he was appointed Public School Inspector of the Wetaskiwin District, and three years later was transferred to the Calgary Inspectorate. In 1913 he was appointed Principal of the Camrose Normal School, which position he held until 1918, when he became Supervisor

of Schools for the Province, having under his supervision the Normal Schools, the Summer School, curricula and text books.

Mr. McNally was eminently qualified for the difficult task of evolving a course in accord with the new psychological principles, national ideals, and social concepts, and one which would meet with the approval of the teaching body of Alberta.

A spirit of optimism pervaded the whole enterprise. The regeneration of the world was at hand, and all were eager to have a part in framing the new course.

The Personnel of the general committee was as follows:

G. Fred McNally	Supervisor of Schools, Chairman.
Mrs. R. B. Gunn	U.F.A. & U.F.W.A.
Mrs. A. H. Rogers	Women's Institutes.
Dr. Geneva Misner	Women's University Club.
Walter Smitten	Alberta Federation of Labour
J. G. Taylor	Alberta Education Association.
W. A. Hamilton	Alberta School Trustees.
E. D. MacPhee	Alberta University
H. C. Newland	Alberta Teachers' Alliance.
J. H. Hanna	Associated Boards of Trade.
Rev. W. E. Cameron	Roman Catholic Separate Schools.

J. E. Hodgson Superintendent of Schools, Lethbridge.
G. A. McKee Inspector of High Schools, Edmonton.
J. A. Smith Inspector of High Schools, Calgary.[?]

This committee representing so many varied organizations indicates the forces moving to influence our high school course of studies. The most amazing fact is the representation of so many interests outside the realm of those generally recognized as belonging to education. The U. F. A., and U.F.W.A. and Women's Institutes have usually been considered organizations for social welfare, and only incidentally connected with education. One might expect the School Trustees' Association, then quite recently organized, to be interested in the operation and general management of schools, rather than concerned with the course itself. The Alberta Federation of Labour and Associated Boards of Trade might also be expected to have merely a general interest. But many of these organizations clamoured to have their pet hobbies in the course, and met with some degree of success. Paternalism in education was for the time being dead, and the voice of democracy was loud and insistent.

American influence too was felt. Ever since the time

of President Eliot of Harvard University, there had been in the United States a tendency to throw overboard the old New England traditions in secondary education, and to launch out into a broader curriculum with many optional subjects. This movement has grown until the American high school has developed a curriculum of studies, probably more comprehensive and elastic than that of any other secondary school in the world.³

By 1924, a number of our Alberta educationists were studying American secondary schools, others were doing post graduate work in education in American universities, such as Columbia, Chicago or Leland Stanford, or had already completed their training. They had come in touch with ideas in educational psychology promulgated by Thorndike, and were eager to try out in Alberta those features which were meeting with a measure of success in the United States of America.

As a result, one of the cardinal principles of the new course was to provide greater diversity of studies. For the attainment of these new aims six alternative courses were provided: Normal Entrance, Matriculation, Agricultural, Commercial, Technical and

General. The only limitations as to what might be offered, would be those imposed by economic conditions. The multiple curricula had an obligatory core, thus allowing students to transfer from one course to another without serious handicap.

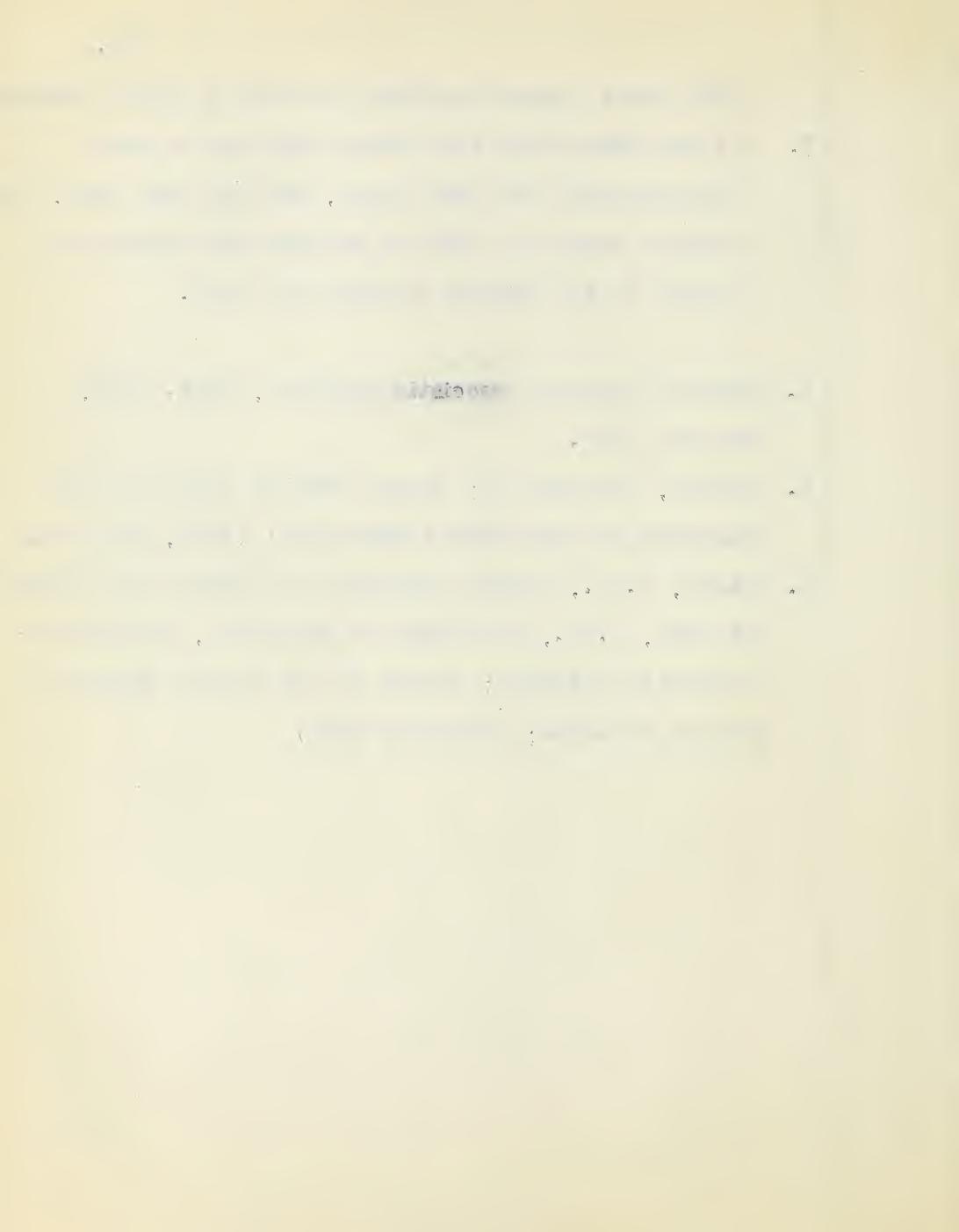
The new regulations may be summarized as follows:

1. Instead of a single-track curriculum with designated options, there were now outlined six curricula.
2. The number of subjects to be taken concurrently was reduced. Under the previous course a student would take five in his first year, nine in his second, eight in his third, and eleven in his fourth. Under the 1924 revision, a student was required to carry five courses or six/in the first, six in the second, six or seven in the third and seven or eight in the fourth.
3. Promotion was made by subject and not by grade.
4. Provincial examinations were to be held for all subjects in every grade.
5. Diplomas were to be granted at the close of the high school course, not at the close of each year.
6. Local authorities were granted some freedom in regard to the programme of studies; for example,

they might suggest optional courses of local interest.

7. It was understood that every unit was to have approximately the same value, and the same time, the average amount of time to be from one hundred and eighty to two hundred minutes per week.

1. Alberta Teachers' Association Magazine, Sept. 1935, ,
Edmonton 1935.
2. Alberta, Province of; Second Interim Report of the Committee on High School Education; (1923, Edmonton)
3. Putman, J. H., Senior Inspector of Schools for Ottawa, and Weir, G. M., Professor of Education, University of British Columbia; Survey of the School System of British Columbia; (Victoria 1921)



CHAPTER VII

Details of the 1924 Course.

A detailed analysis of the course⁵ reflects the forces to which I have called attention above. The course outlined in English was ambitious indeed, and in its scope reflects the attitude of the high school teachers of the Province, their desire to have a course which might compare favorably with those in use in other provinces of the Dominion. The result has been that the excessive amount of English required has produced a distaste for this subject in the sub-average and even in the average student. Had part of the prescribed English been more modern and less academic, students might have developed a real liking for literature, but when, as in Grade XII, they were confronted with two plays of Shakespeare, selections from Milton, essays by Carlyle, and lectures by Ruskin, they turned away from literature in disgust.

In the post-war period, also, various new trends and problems presented themselves in connection with the teaching of English literature in high schools.

There was the question of war literature; as we had just concluded a war to end war, all literature glorifying heroes of war had to be eliminated as far as possible. The new spirit of nationalism also brought about the inclusion of Canadian authors in both prose and poetry texts in use in Grade IX. A feeling of greater friendliness towards the United States following her contribution to the Great War paved the way for the introduction of several American authors into the junior literature courses. The American influence also crept into the composition course; the text for Grade XII was by Rhodes, an American, and contained both American methods and illustrative material. Throughout the course, the idea of "common practice" was prevalent, that is, to give everybody a set of rules which they might follow, and all would turn out superior work. The history of literature for Grade XII by Roy Bennett Pace was also an American production. This took the place of the "Hand Book on Poetics", by Gunnere, Halleck's "History of English Literature", and Lounsbury's "English Language".

An actual change of some importance was that supplementary reading became related to literature, rather than to composition as heretofore. Formerly the essay question on the composition paper was based on supplementary reading, but in the new course 20% of the marks in literature on the final examination were to be assigned to questions on supplementary reading.

Formal grammar also as a separate subject, unallied with composition, disappeared from the course. The idea of language "being caught, not taught" recurs throughout the directions to teachers regarding the English subjects.

In the review of classics, the modern psychologists waged war on, "the effete rubbish, every scrap of which", they declared should be removed from the modern programme. Dr. Geneva Misener of the department of classics in the University staunchly championed the traditional culture. Her opponents contended, "that pre-war culture had somehow missed fire", since that age had culminated in the tragedy of a World War, a universal and crushing burden of debt and incalculable human suffering. Moreover they claimed that weighed in the

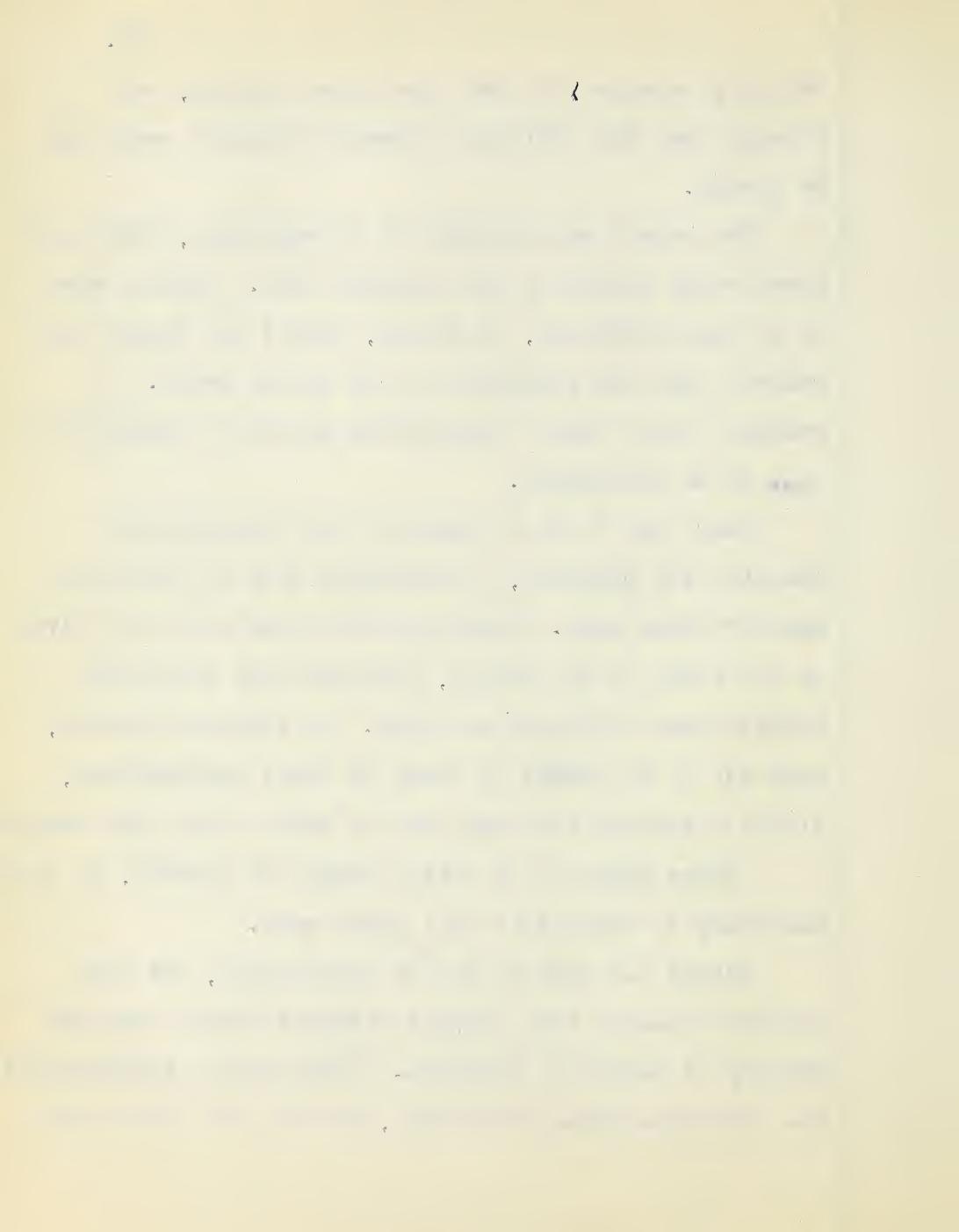
"utility balance", it had been found wanting, and finally that its efficacy in mental training could not be proven.

The result was somewhat of a compromise, Latin and Greek being placed on the optional list. Courses were to be less difficult, so Caesar, Vergil and Cicero were removed from the programme of the junior years. A reading rather than a decyphering method of translation was to be encouraged.

There was to be a change in the technique of teaching the classics, "a modified form of the direct method" being used. Where possible time was to be given to the study of the social, political and religious institutions of Greece and Rome. As students however, were not to be tested on these in final examinations, little attention has been paid to them in our high schools.

Since Greek is so little taught in Alberta, it is unnecessary to discuss it in a short work.

French too came in for an overhauling, but the attitude towards this subject differed widely from the feeling in regard to classics. "The War had demonstrated the interdependence of nations, and the need for a more



intimate acquaintance in this country with European peoples". So French was in much greater favour.

A modified form of the "direct method" had been in use for the three previous years, but had not been found wholly successful through lack of highly trained teachers and because of large classes. The oral examination it was now decided was to be done away with, and the stress was to be placed on training pupils to read and to write fluently. In the new curriculum a two-unit course was offered in the first three years of high school, and in addition a one-unit course in the fourth year. The new course resulted in a vast increase in the number of pupils taking a language option.

The dominant idea in the minds of the history committee was to revitalize the course, "To make the great human drama of the ages live again with a wealth of meaning to our own times". There was also the idea of developing the course in accordance with the progress of the pupils. The 1924 course was to be "informational and developmental", "Along with other subjects, history should expand the imagination, and engender worthy personal and social ideals".

General history to 800 A.D. was to be taught to Grade IX both that it might form a general plan from which the details of the history of various countries might be evolved, later, and that by its freshness after a surfeit of British and Canadian history in public school, "it might capture the imagination of the student, and form a study of delight and rapture, rather than one of labour and weariness".

British history from 1485 to the present day was placed in the second year, to provide the necessary setting for the study of Canadian history and civics in the next year. Movements were to be stressed; details of wars and battles were to be suppressed, and only principles and issues at stake taught.

The course in Canadian history was placed later in the syllabus to enable the student to approach the controversial problems of Canadian history with the background of knowledge gained from previous study. It was to be taught in such a way as to bring about a sympathetic understanding between the English speaking and French speaking Canadians. To meet this need a new text: "A History of Canada" by W. L. Grant was adopted.

The course in history for the fourth year was intended to continue the study of mankind, to lead young Canadians from the idea of nationalism or even imperialism to internationalism. Some dissatisfaction has arisen over the choice of an American text for this work. The section on the World War was particularly displeasing to Canadians, and some revision was necessary.

The study of the British Constitution remained part of this course, but a change was made in text, Bagehot's English Constitution being displaced by Marriott's English Political Institutions.

To the Canadian history was attached a course in civics to give our students a clear idea of the governing bodies of our country. A preliminary outline was at first issued by the Department of Education, but this was soon replaced by a text written by A. L. Burt, professor of history at the University of Alberta.

A course in economics was also introduced in Grade XI. It was designed for the purpose of "describing our economic institutions and to explain the working of our economic organization". Attention was to be called to questions designed to evoke interest in our Canadian

problems. This was a new course and required a new text; one was prepared by Professor MacGibbon of the University.

The courses in high school art were completely revised and revitalized under the direction of W. E. Hedley. "The type of art was broadened and adapted to the needs of the majority of students who may not follow the arts professionally but desire a finer taste and a greater capacity for appreciation".

Art included a study of one or two pictures belonging to each of the great schools of art; the pupil to be taught to observe the composition, arrangement of forms, colour and harmony of these. In architecture a study of the characteristics of the main periods, and some knowledge of the buildings of each type was made necessary.

Special courses in high school art have been offered during the Summer Sessions at the University. Many teachers have availed themselves of these, and in those schools where the work is done by trained teachers, art has become not only a delightful study, but one capable of developing the aesthetic side of the child's nature, and carrying over into the home ideals of rhythm and harmony.

The junior algebra work, hitherto taught from Grades IX to XI was divided into two sections, each a one-year unit. The first year's work was made obligatory in many of the courses, while the second was left optional in all except the matriculation course.

Practical and theoretical geometry was also offered as a two-year course on much the same basis as algebra. Arithmetic for students other than commercial was limited to one year.

The advanced work in mathematics was to be taken in the students' fourth year. This consisted of algebra III, geometry III, and trigonometry I. A change was made in geometry III making it consist entirely of analytical work. These were made optional subjects.

Music received a place on the programme, but as it cannot be said to have been taught in our high schools, deserves little attention.

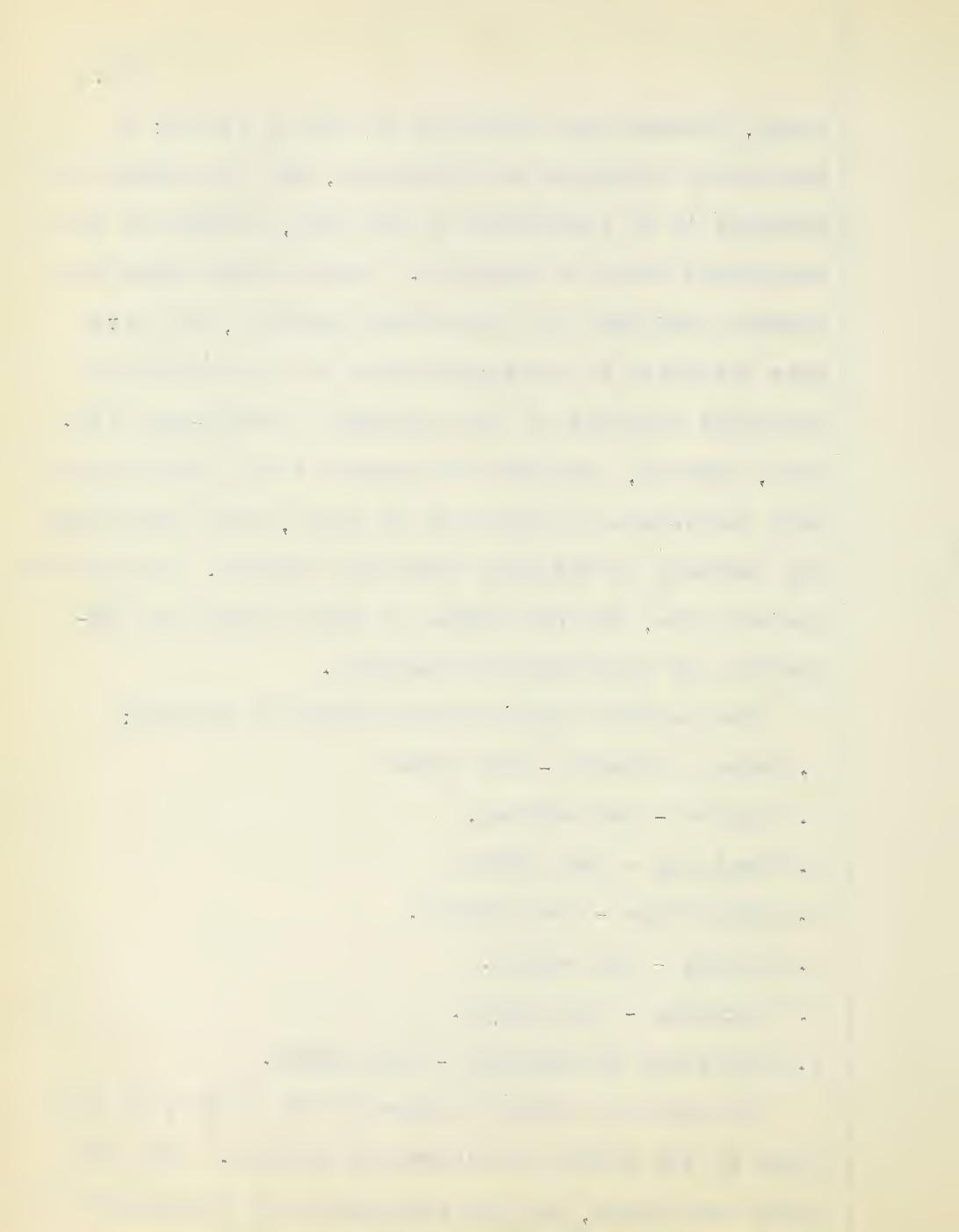
There have been three stages of development of science teaching in the high schools. At first science courses were taught as informational subjects, with little laboratory work and with but slight reference to the economic, social and hygienic applications. In the second

stage, science was studied as an end in itself; a laboratory technique was developed, and the student was expected to be interested in the work, because it was a recognized field of research. In the third stage the student continued his laboratory practice, but gave more attention to the applications of the scientific knowledge acquired to the problems of every-day life. This, however, involved the danger of his receiving too many ready-made explanations of facts, thus inhibiting any tendency to discover facts for himself. In order to prevent this, the new course of 1924 called for laboratory and experimental treatment.

The science courses were divided as follows:

1. General Science - one course.
2. Physics - two courses.
3. Chemistry - two courses
4. Agriculture - two courses.
5. Biology - one course.
6. Geography - one course.
7. Physiology and Hygiene - one course.

The general science course in the first year took place of the course in elementary physics. This was a brand new course, and was designed as an introduction to



all the regular scientific courses. A text in general science by Caldwell and Eikenberry was at first used but later replaced by one by M. J. Hilton.

A two year course in agriculture was outlined, but this has been taught in very few schools; a number of students have prepared this course from outlines for examination purposes.

The course in physics was drafted for the second year, and the one in chemistry for the third year.

Geography covered one year and became predominantly an industrial and commercial course. Physical geography was discontinued except as it might be taught incidentally in connection with the elementary science. After searching in vain for a suitable text book in geography, the Department commissioned M. J. Hilton of the Edmonton Technical School to prepare a suitable manual for use in the schools.

Health was coming to be an important consideration. Physiology and hygiene were to be given forty minutes a week throughout the first two years of the high school, but as Departmental examinations were not set in this subject it has very seldom found a place on the high

school timetables.

The course in biology was postponed until the fourth year, so that an intensive course in pure science might be given.

In no department was the influence of the war stronger than in respect to physical training; the committee went on record as opposed to cadet corps training. Still there were difficulties in the way of abolishing it. There was the grant of \$50,000. from the Strathcona Trust to the Provincial Department of Education for approved work. The committee did not feel like giving up this grant. Major Miller, Director of Cadet Corps Instruction, Military District No. 13, Province of Alberta, expressed his willingness to try to effect a compromise, but the matter was left in abeyance.

The result has been that cadet training has been given in few schools, and physical training in those only where there is adequate accommodation. For physical training a syllabus was prepared. But again, as it is not an examination subject its success has been dependent not only on accommodation, but on the presence of trained, enthusiastic teachers in the schools.

People wanted to forget the war and military discipline. Discipline lagged in the higher institutions of learning, to which the overseas men returned. There was a corresponding tendency in the high schools to get away from discipline, to discontinue marching in and out of school, and to do away with cadet corps training.

Following the 1924 course, the schools became instruments solely in the service of the democratic state. Industry was served by the courses in geography, science and economics. Civics and government were taught in conjunction with history. An attempt was made to "put real teeth" in the course of agriculture. The foreign languages, were crowded into an optional place on the programme. Mathematics retained its place partly because it was needed for advanced work in the universities, and partly because some of the members of the committee championed its cause so loudly that they worsted their opponents.¹

1. Alberta, Department of Education; Second Interim Report of the Committee on High School Education; (1923, Edmonton) *passim*.
2. Ibid
3. Ibid

4. Information furnished by Members of the Committee.
5. Appendix IX

CHAPTER VIII

The 1924 Course in Operation.

The 1924 course was introduced with much enthusiasm on the part of the educationists of the Province. As we have state control of education in Alberta, all the schools reacted in the same way at the same time. The teachers were at first loud in their praises of the new course, but it was soon evident that they had not fully solved their educational problem. Even after shortening the courses in French I, Latin I, and history I, the work was still too burdensome and too academic for the average student.

The high school population had doubled since 1913, and 8.29% of all school pupils were in high school grades. There were several reasons for this great increase. There was the levelling tendency following the War, which I referred to above, and the consequent determination of parents to secure for their children that type of education which until that time, had carried with it certain social advantages.

Owing to the depression many young people were crowded out of employment, and rather than stay home and

do nothing, they returned to high school.

The Department of Education made promotion from Grade VIII to Grade IX a matter for the judgment of the teacher. This was done, not only as a measure of departmental economy, but because the educationists were protesting against the retardation of pupils. The door to the high school was thus thrown wide open. The policy introduced in 1918, of compelling all children to attend school until fifteen years of age crowded still more pupils into the high school. By 1928, 11.44% of the school population were in the high school.

The social level of our high school population has changed; 67% of the students do not belong to that social class which considers high school and more advanced education a matter of social necessity. Many of our students have neither the native ability, nor the desire to master abstract or academic subjects. There has also been a change in the student attitude towards high school work. The average student sees no adequate reason why he should spend the evening in home study, when such a feast of entertainment has been spread before him, as the picture show, the automobile, the radio, all of which are

infinitely more attractive than study after five hours a day of school work.

The 1924 curriculum was presented not only to an increased high school population, but to one which had not necessarily a solid foundation of public school training. The students were of a different calibre from pre-war days; their attention was turned more towards athletics and amusement than in pre-war days.

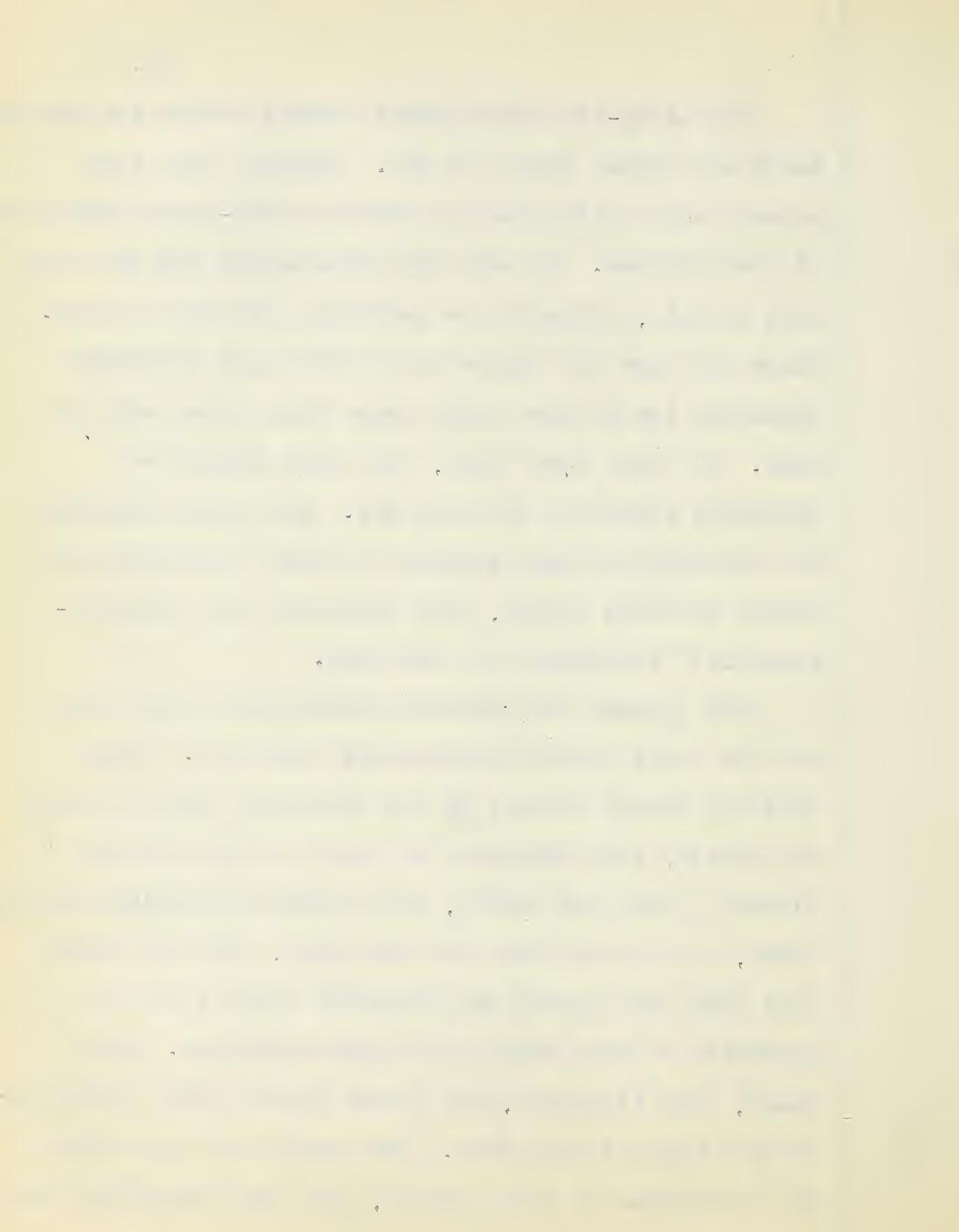
We provided a six course curriculum but students have largely followed one groove, that of training to be teachers; our high schools have developed into, "teacher-factories". Owing to the scarcity of qualified teachers during the war period, the Provincial Government made provision for loans to needy students who wished to enter the Normal Schools. While in 1924 there were enough teachers in the Province to meet the demand, the Government found it difficult to discontinue its policy of loans. In 1931, one-half the students in the normal schools received loans, the average loan being \$345.00. Students in high school, who had no definite idea of what they might do on leaving high school took normal entrance, secured loans, and trained for teachers.

Since in every high school there are many students who look forward to attending either the normal schools or the university, all schools prepare for the entrance examinations to these institutions. Consequently school boards in all but the larger centres, being unwilling to incur the additional expense of adding other courses have made provision for these two only. There has also been a strong feeling among the people that the Province is as yet too new to break away from traditional lines, and that with our very mixed population experiments in education would be very dangerous.

Another unforeseen situation developed. The Hon. Perren Baker, former Minister of Education, wished to go a step farther than the Hon. J. R. Boyle had done, and bring a high school education within the reach of every boy and girl within the Province. I must digress to explain the number of different ways by which he sought to achieve this end. To induce pupils to attend town high schools, the government made the rural school boards responsible for the fees of pupils attending high school, outside of their own districts, when the work was not being taught in the district.

The sixty-two consolidated schools within the Province teach all grades from I to XII. Sixteen rural high schools were established to serve seventy-eight districts of the Province. To both the consolidated and the rural high schools, students are generally conveyed in vans. There are also two hundred and fifty rural districts operating two or more rooms where high school work is done. In these three ways, the rural demand for secondary education has been met. The course selected for teaching in these schools is almost invariably the normal entrance course, thus increasing the "teacher-factories" throughout the Province,

The clamour for increased educational facilities for the rural population remained insistent. There were not enough schools of the foregoing types to reach the people, and conveyance of pupils is not popular in Alberta. Our land survey, while making convenient square farms, has placed homes too far apart, with the result that each road serves so few people that it is too expensive to keep them all in good condition. Poor roads, long distances, and severe weather make transportation of pupils unpopular. The people were not asking for conveyance to high schools, they were demanding that high school facilities be brought to them. The Minister



was urged to allow the teaching of Grades IX, X, XI and even XII, in the rural schools, where the teacher was capable, and there was sufficient accommodation. This was done, and to encourage this work, the Department gave special grants to the schools doing high school work with the approval of the Inspector. By 1933, out of a total of two thousand, nine hundred and seventeen one-room districts in the Province, one thousand four hundred and seventy did some high school work, mainly Grades IX and X.

The extension of high school facilities to the rural districts was in itself a laudable enterprise, giving to the rural student one or two years' training beyond public school. The examinations, Grade IX and part of Grade X were made by promotion. Rural students took these promotion subjects in the country and came into town for Grade XI without having passed a single departmental examination. They went to normal school after one year in this town high school, and then returned to the country to teach. In these different ways, the rural students were being trained for teachers.

Our 1924 course as it has actually worked out, has driven the bulk of students into the "teacher-making groove",

while the other five grooves have in them only a few city students. We have overcrowded the teaching profession, and lowered the social and academic status of the profession.

In the schools of agriculture at Olds and Vermilion, provision was made for the teaching of some high school subjects, especially English, along with the specific work of scientific agriculture. The high school course in agriculture might be taken in these schools, and together with the diploma from the school would admit the student to the second year work of the University in agriculture or domestic science. As there are only two schools of agriculture in the Province, few students are served.

In addition to the courses leading to normal school and the university the curriculum of 1924 made provision for a technical high school course. This course has not really functioned at all outside the two large cities of Calgary and Edmonton. Some technical high school training was introduced in Calgary and Edmonton as early as 1913. This was largely of a pre-vocational type, and in 1914 was brought under the direction of Dr. J. C. Miller who was at that time appointed Director of Technical Education for Alberta. Pupils from Grades VII to XII

inclusive were admitted to these schools. In Grades VII and VIII the technical work was pre-vocational, but in the higher grades was vocational. In 1920 D. A. Campbell became Director of Technical Education for the Province, and framed a uniform course of studies for the technical schools.

In 1919 the Dominion Government, convinced of the value of technical education, voted to the Province for its promotion the sum of \$10,000,000. to be expended over a period of ten years. In 1931, an additional annual sum of \$750,000. for fifteen years was voted for the same purpose. This second grant however was passed to become effective when proclaimed, but unfortunately for technical education, it has not yet been proclaimed, and in such provinces as Alberta, where the original grant has all been used, the progress of technical education has received a serious setback.

Previous to 1924, there was considerable social prejudice against the technical training, but from 1925 to 1929, there was a much more enthusiastic attitude. Graduates from academic high schools were unable to obtain positions, and many people looked to the technical

curriculum to solve this problem. As a result of this optimism the Technical High School was opened in Calgary in 1929 with an attendance of 136 pupils.⁴

It was not only the problem of unemployment they hoped to solve; many looked to the technical school to solve the problem of the large percentage of students who find academic work too abstract.

We have become disillusioned in regard to both expectations. Students trained in the technical high school have not been able to step into positions more readily than the academically trained students, since industrial plants find it necessary to give the same training to all beginners, and the student with the technical training has had no real advantage.

Technical training was very expensive to the community, even with heavy grants, and must justify its existence. It was disappointing to find that a large percentage of the students who were not adapted for academic work were equally misfits in technical work.

The attitude towards technical education has changed. Calgary's attitude is typical. In 1935 the Technical High School and Western Canada Academic High School were

amalgamated under one principal to form a composite high school. This amalgamation was possible since both these schools were located on the same grounds, and connected by a tunnel. The technical work was not discontinued, and a very wide diversification of subjects was provided. In addition to the technical and academic courses, students might take the high school arts, dramatics, music and commercial courses. The popularity of this type of school is indicated by the fact that at the end of 1935 this composite school had an attendance of one thousand two hundred and fifty students, one-half of whom were enrolled in technical classes.

On account of the expense, the commercial courses provided for in the revision of 1924 never functioned outside of Calgary, Edmonton, Lethbridge and Medicine Hat. In 1935, there were one thousand, one hundred and twenty-eight students who wrote departmental examinations in the commercial course.

As for the general course outlined in 1924 which ought to have solved the problem for a large number of students, it might just as well have been omitted.

Nobody wanted it. In 1934, eleven thousand, one hundred and eleven students wrote third and fourth year departmental examinations; one thousand, six hundred and eighty-four students qualified for second class normal entrance and three hundred and fourteen for the fourth year general course. The major portion of the three hundred and fourteen students have taken the matriculation course.

Despite our multiple curricula, forces have operated to lure the majority of the students into the normal school entrance course. Both technical and commercial high school courses are too expensive for any but the cities to attempt for years to come. Few people are interested in either the agricultural or the general course.

1. Alberta, Department of Education, Statistics furnished.
2. Ibid.
3. Minutes of Meeting of General Committee of Revision of the Secondary Schools Course of Studies 1935, Department of Education, Edmonton.
4. Alberta; Department of Education, Annual Report, 1924.
5. Alberta; Department of Education: Report of the

Legislative Committee on Rural Education, (1935
Edmonton)

6. Statistics furnished by Department of Education,
Edmonton.
7. Canada; Annual Survey of Education in Canada:
(Ottawa 1931)
8. Statistics furnished by F. G. Buchanan, Superintendent
of Schools, Calgary.
9. Ibid.

CHAPTER IX

Possible Trends of the New Course.

Partly owing to the defects which time has revealed in the curricula of 1924 a demand has developed, particularly among educationists, for a further revision. For the last two years this work has been in progress. The personnel of the general committee in charge of it at the beginning of 1935 was as follows:

Hon. Perren Baker, Minister of Education.

Dr. R. C. Wallace, President of the University of Alberta.

G. W. Gorman, Deputy Minister of Education.

Dr. M. E. Lazerte, Director of the School of Education.

Dr. John MacDonald, Professor of Philosophy, University of Alberta.

Dr. H. C. Newland, Chief Inspector of Schools.

E. L. Fuller, High School Inspector.

H. E. Balfour, High School Inspector.

Mrs. A. M. Rogers, representing the Trustees' Association.

E. J. Thorlakson, Alberta Teachers' Alliance.

G. F. McNally, Supervisor of Schools - Chairman of the Committee.²

The committee was drawn almost exclusively from among those bodies directly representing educational interests

in the Province, and not as in 1924, from the many organizations only incidentally connected with education. Dr. Sansom representing the Educational Progress Club, and W. G. Black, Assistant Professor of Education of the University of British Columbia have also conferred with the committees.

The School of Education in the University under the direction of Dr. M. E. Lazerte has been a major force in creating and directing educational opinion in the Province. A great deal of research work has been done in this department, along lines similar to those in the large universities of the United States, and as a result in the last few years there has been a considerable change in the way of thinking along educational lines.

There has been a departure from the traditional way of looking at school work. It was formerly held that distasteful work had a disciplinary value and strengthened character. It is now believed to cramp the initiative and to destroy individuality, and we need both of these qualities in a democratic country. We are seeking therefore a course which may provide a great diversification of options, especially in the junior years. Some of these

may be found to give pleasure, and train the student in independent thinking and usefulness.

The University for its part is trying to meet the demand for a more varied curriculum, and at the same time is insisting on the maintenance and gradual raising of the standards of academic efficiency.

The normal school is loud in its protests against the inadequate training in English, and is asking for a course providing a more thorough grounding in this subject. Probably the future course may have less classical English and more of the modern authors.

The machine age has undoubtedly come to stay, and if the time ever comes when all may work again, the hours of labor will be fewer; therefore the students must be taught some subjects which they may pleasurabley pursue after leaving school. It is a reconstruction period in secondary education which confronts us.

We must also consider the course in regard to the students' social behaviour after leaving high school. He is after all moved in a great degree by his emotions, his hopes, fears, and prejudices. He feels first and may think afterwards. We have up to the present neglected

the emotional side of education. Religion which is the "greatest solvent for our emotional nature that exists", we have eliminated from our schools, both on account of our fear of Catholic encroachment, and our own inability to agree on church dogma. Our position in regard to religion in the schools has not changed. We are hoping for some solution of the problem of training the emotions in drama, in organized games, and in choral music; for music still "has power to soothe the savage breast", and choral music could be introduced into the schools without any great additional expense.

Dramatics is also a valuable course. The successful production of a play correlates with many other studies, literature, history, costuming, art and voice culture. For the student who takes no work beyond the high school, the study of higher mathematics is wasted effort; he cannot use it to fill in his leisure hours, while the "little theatre" affords an excellent opportunity for self expression and further education.

In spite of all our vaunted theories of democracy and peace and a dawning millenium at the close of the

war, we have lapsed into a period of financial depression and in wide regions of the earth dictatorship and impending war. We are now asking ourselves, is it not possible to teach the next generation to live together like social beings, and not, as is too often the case, like greedy monsters, grabbing from one another, and then turning to rend each other?

Might not a well planned course in social studies help to remove some of the unsocial tendencies we find among us today? Many of our educationists are of this opinion and social studies may be the pivot around which the other studies in the next course will turn. I quote Dr. Newland, Supervisor of Schools, Alberta, who thinks this end may be achieved. "If a course in Social Studies defines the goals of social endeavour that is, sets forth the social purpose of education, and if it is definitely stated that the aim of education is the preparation for a new social order, based on justice for the common man, and if we apply science to the solution of social problems, we shall have a curriculum which will in a considerable measure discard the tradition of book learning, and of

culture in vacuo; all learning and all education will have a direct bearing on the social purpose which is to be achieved. There will also be a very close relation between the activities of the classroom, and the economic activities outside of the classroom."

Science will probably continue to hold a prominent place on the programme, on account of its synchronization with the great industrial development of the country.

The problem of secondary education for the rural schools may find its solution in a modified form of the larger unit plan. The separate school regulation will prevent a complete division of the Province into "the larger units", but many portions of the Province might be selected and organized on a basis similar to "Berry Creek", and rural high school facilities provided, as well as residential schools for the isolated students. The courses taught will have to correspond very closely with those of the towns and cities; the rural people seem quite decided on this point.

In our modern attitude towards secondary education, we have drawn closer to the ideals of Old Quebec, an education not primarily for the advancement of industry

and commerce, but an education which may make living more enjoyable for the individual; an education not merely for the acquiring of individual wealth, but an education which may train us to live like social beings with our fellow creatures; an education which brings together the people in participation, not of religious festivals or church parades but in dramatic or musical festivals.

Whatever scheme is evolved will probably include a change to the 6 - 3 - 3 organization, including the elementary school, the intermediate school, and the high school. The programme for the intermediate school will be richly varied, while the high school will be more academic.

A possible arrangement might be, provision of a junior school of three years having a minimum number of required subjects and a generous offering of options, in which all pupils would be carried along together. At the end of the third year there would be a comprehensive examination. On the basis of performance in the junior school and the results of this examination some pupils would be directed into the more specialized course

preparatory to advanced study and the others would be directed into a general course continuing the opportunity for wide choices. In the senior school, there would be three years of academic work.

For the widely diversified curriculum, some of the new courses offered may then quite possibly be social studies, dramatics, bookkeeping, shop-work, sewing, choral music and domestic science. A liberal provision will undoubtedly be made for health, while physical training will be less rigid in discipline and take the form of organized games. Everything points to a curriculum from which the student may select the subjects he likes, and enjoy them.

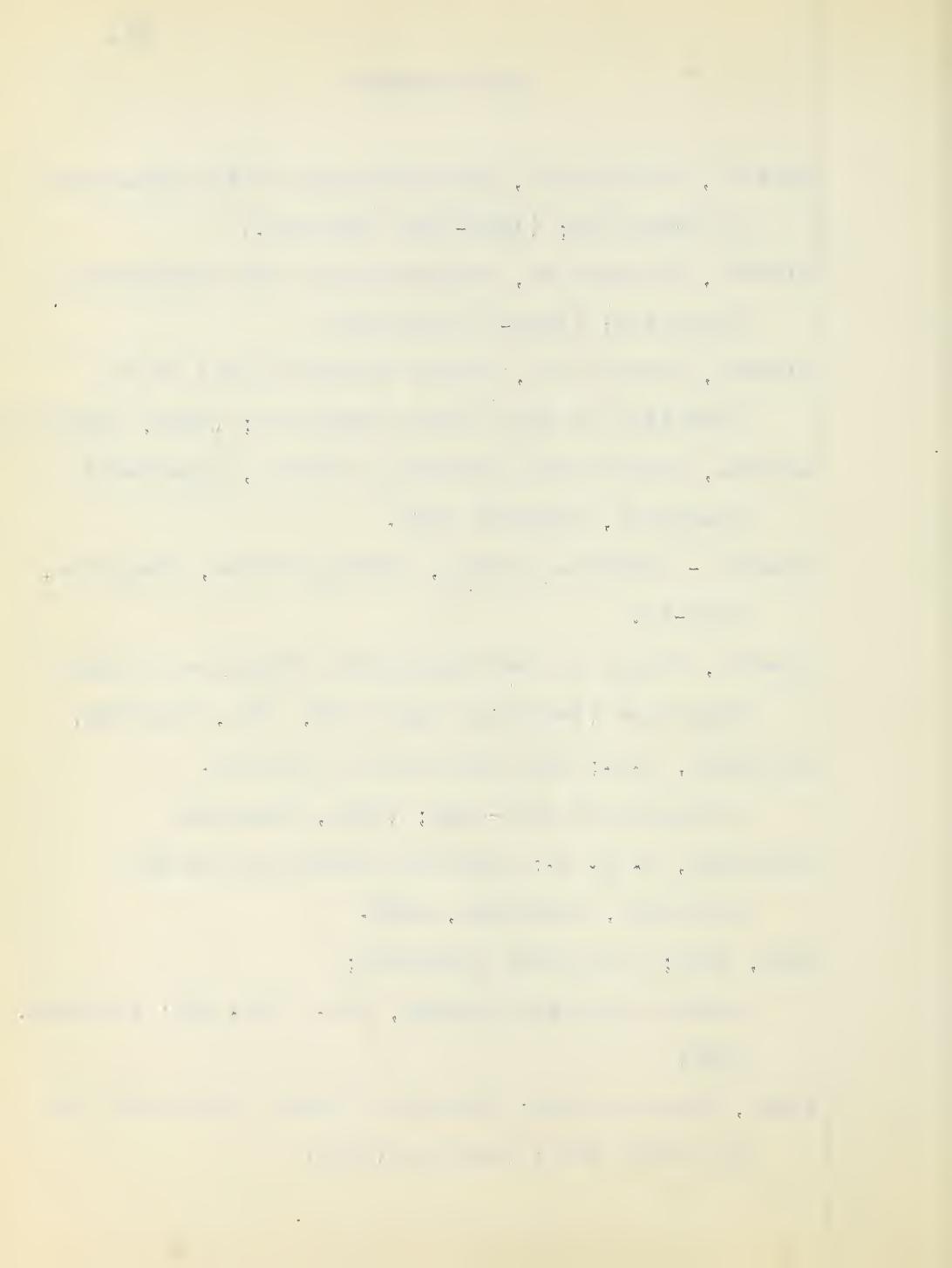
The success of a curriculum with widely diversified options will depend in a great measure upon a re-organization of school territory into units of larger area. Under the present organization of rural territory it would be impossible to finance such a system; not only more teachers, but teachers with special training would be required, and both the equipment of schools and the accommodation would have to be increased. Alberta is a new

new province and will have to advance carefully, step by step in order to bring in a sound and progressive reform in our programme of secondary education.

1. Wallace, Dr. R. C., Address to Canadian Club, March 11, 1935, Calgary Herald.
2. Alberta, Department of Education; Minutes of Meeting of General Committee on Revision of Secondary Schools 1935.

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APPENDIXES

APPENDIX I

PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS
OF UPPER CANADA 1835

Class or Form	I Latin	II Greek
First or Lowest	Arnold's First Latin Book; Latin Grammar; Cornelius Nepos	None
Second	Latin Grammar and Exercises; Caesar's Commentaries	Arnold's First Greek Book.
Third	Ovid and Virgil Latin Prasody and Exercises.	Greek Grammar and Exercises; Xenophon's Anabasis.
Fourth	Virgil and Cicero Exercises and Composition in prose and verse.	Homer's Iliad Greek Testament Lucin; Greek Prasody and exercises.
Fifth	Horace; Composition in prose and verse; Previous subjects reviewed.	Homer's Odysssey Greek Prasody; Previous Greek subjects reviewed.

Class	III	IV
Form	French	English
First or Lowest	None	English Grammar and Composition Reading and Sullivan's Spelling Book Superseded.
Second	None	Grammar continued; Etymology of words and versification Art of Reading; National Series, and Sullivan's Dictionary of Derivations.
Third	Elements of French Grammar to the end of Irregular verbs, with exercises and written translations.	Elementary Principles of Rhetoric and Logic Art of Reading Fifth Bool National series.
Fourth	Rules of the use of Pronouns and Participles, and exercises. Oral and written translation.	Christian Morals and Evidences; Readings in Sullivan's Literary class book.
Fifth	Syntax and Idioms; Com- position, oral and written Translations; Fenelon, Dialogues Des Morts; Moliers-Les Fourberies de Scapin; Previous subjects reviewed.	Outlines of English Literature; Composition Elements of Civic Policy; Political Economy; Fifth National Reader; Previous subjects reviewed.

Class	V	VI
Form	Mathematics	Geog.& History.
First Lowest	Arithmetic Algebra; First four Rules	Outlines of Geography and General History.
Second	Practical Arithmetic; Algebra; Simple Equations.	Outlines of Ancient Geography; History of Rome; History of Great Britain and Ireland.
Third	Commercial Arithmetic; Algebra, Quadratics; Euclid Books I & II.	Ancient Geography; Roman Antiquities; History of Greece.
Fourth	Algebra; Euclid Books III & IV. Euclid Definitions Books V & VI.	Ancient and Mediaeval Geography; Grecian Antiquities; History of France; History of Canada.
Fifth	Elements of Plane Trigonometry; Mensuration and Surveying; Previous subjects reviewed.	Outlines of Egyptian History to the death of Cleopatra; History of Spain and Portugal in the reign of Ferdinand and Isabella.

Class or	VII	VIII
Form	Physical Science	Miscellaneous
First or Lowest	None	Writing, Drawing Vocal Music.
Second	Elements of Natural History, as far as contained in the Third & Fourth National Readers.	Writing, Drawing and Vocal Music.
Third	Elements of Natural Philosophy and Geology as contained in the fifth National Reader.	Drawing and Vocal Music.
Fourth	Physiology as contained in the Fifth National Reader. Elements of Chemistry.	Drawing Book-keeping Vocal Music.
Fifth	Previous subjects reviewed.	Drawing Vocal Music

APPENDIX II

Provisional Regulations with respect to Union Schools,
adopted 14th March 1889

The head teacher of every high school branch of a Union School shall be styled the Principal of such school.

2. The Principal shall be a graduate of some university in Her Majesty's Dominions, or have attainments which in the opinion of the Board of Education, are equivalent there-to, and must be able to satisfy the Board as to his knowledge and ability to conduct such a school, and to train teachers according to the most approved methods of teaching.

3. The maximum salary for the Principal of any Union school shall not exceed eighteen hundred dollars per annum.

4. The following books and apparatus shall be provided for each Union School by the trustees;

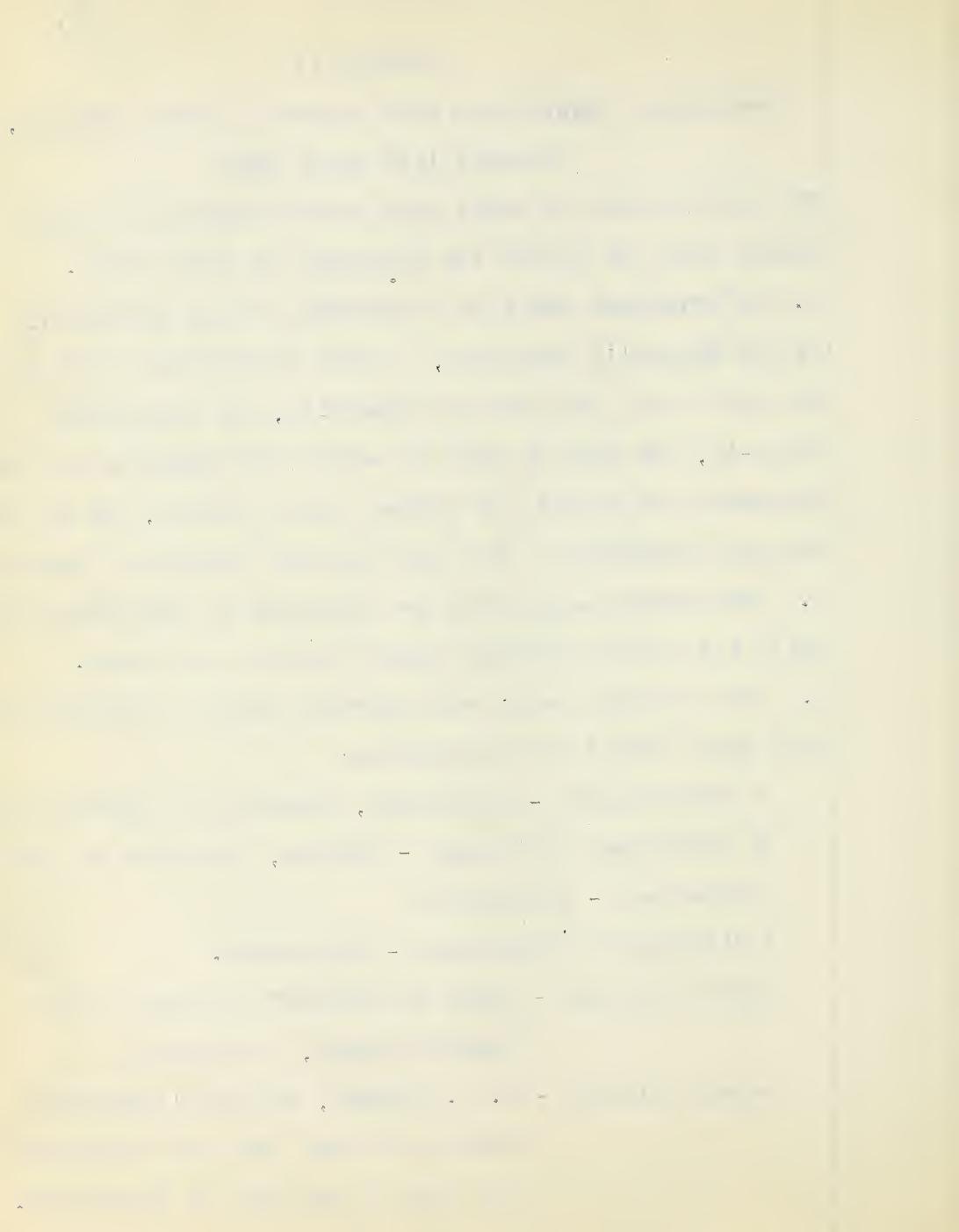
An Encyclopedia - Britannica, Chambers or International.

An unabridged dictionary - Webster, Worcester or Imperial;
A Gazetteer - Lippincott.

A Biographical Dictionary - Lippincott.

English History - Green and Knight's History of the English People, or Lingard.

General History - E. A. Freeman, Merivale's "General History of Rome from the Foundation of the City to the Fall of Agustulus".



II

- Natural Science - Deschanel; Fowne's and Roscoe's Chemistry; Gray's New Manual of Botany; Physiological Charts (White's).
- English Literature - Chamber's Encyclopedia of English Literature; Spalding or Taine; Minto's Manual of Prose Literature; Characteristics of English Poets - Minto; Shakespeare's Life, Art and Characters - Hudson; Dowden's Art of Shakespeare; Rolfe's Shakespeare; Victorian Poets - Stedman;
- Classics - Andrew's Lexicon Lat.- Eng.; Liddell and Scott's Lexicon (Greek-Eng.), (larger editions); Smith's Classical Dictionary; Butler's Classical Atlas and Sketch of Ancient Geography;
- Geography - Ritter; Guyot's Earth and Man; Guyot's Physical Geography; Guyot's Common School Geography; King's Aims and Methods in Geography;
- Maps - Classical Maps of Italia, Graecia, Asia Minor and Gallia.
The necessary apparatus for teaching Botany, Chemistry and Physics.

APPENDIX III.

Report of the Board of Education North West Territories

13th Dec. 1888 to 17th September 1889.

The following shall be the course of studies in the High School Branch of Union Schools:

(a) For Protestant Schools

Standard VI

Reading - Sixth Reader with recitations.

Spelling - From Reading lessons and Dictation.

Composition - Further extension of the subject from Standard V.

Writing - The subject continued.

Arithmetic - The whole of Kirkland and Scott's Arithmetic.

Grammar - A thorough knowledge of Mason's Outline of English Grammar.

Geography - Map Geography generally, with Canada and the British Empire more particularly; map drawing.

History - A review of English and Canadian History; Canadian Literature.

Bookkeeping - Single and Double entry.

Drawing - Reading's High School course commenced.

Calisthenics and Drill - the subject continued.

II

Algebra - to the end of simple equations.

Geometry - Euclid, Definitions and Book I.

Latin - Smith's Principia Latina, Part I or Harkness' Introductory Latin Book.

French - Fasquelle's Lessons in French.

Standard VI

(b) For Roman Catholic Schools.

Review of Intermediate Course.

Superior Course commenced and continued.

Geography - General; Canada and the British Empire more particularly; map drawing.

Canadian Literature - Withrow and Adam.

Calisthenics and Drill continued.

French - Fasquelle's Lessons in French.

Latin - Smith's Principia Latina Part I or Harkness' Introductory Latin Book.

Examination Subjects

44. The subjects of examination for third class certificates shall be the subjects prescribed in Standard V of the Programme of Studies for Schools under the control of the Protestant section of the Board, or in the intermediate Course of the Programme of Studies for schools under the control of the Roman Catholic section of the Board.

The following books are prescribed for the use of candidates for third class certificates:

By the Protestant Section:

Ontario Public School English Grammar; Morrison's English Composition; Canada Publishing Co.'s Geography; Collier's School History of the British Empire; Withrow and Adam's History of Canada; Hemblin Smith's Arithmetic; Ontario High School Algebra (Part I); Mackay's Euclid; McLean's Bookkeeping; Literature: selections prescribed in High School Reader; Ontario Public School Agriculture; Balwin's Art of School Management; Browning's Educational Theories; Hughes' Drill and Calisthenics.

By the Roman Catholic Section:

As published and amended by adding to the list of books for English candidates the "Ontario Public School Agriculture"

Section 46 is hereby amended substituting the following for the list of books prescribed for the use of candidates for first class certificates by the Protestant section in lieu of the list published:

Spalding's History of English Literature; Ontario High School Grammar; Bain's Rhetoric and Composition; Green's Shorter History of the English People; Withrow's Canadian History (large edition); Kirkland's Elementary Statics; Hamblin Smith's Elementary Hydrostatics; Balfour's Stewart's Elementary Physics; Spotton's Botany; Huxley's Elementary Physiology; Buckton's Health in the House; Roscoe's Elementary Chemistry; Todhunter's Advanced Algebra; Ontario High School Algebra (Parts I & II); Geikie's Physical Geography; MacKay's Euclid; Baldwin's Art of School Management; Browning's Educational Theories; Hughes' Drill and Calisthenics.

APPENDIX IV

HIGH SCHOOL COURSES OF STUDY
ONTARIO 1891

READING:- The principles of orthoepy and elocution; Reading; Spelling and Syllabication.

ENGLISH GRAMMAR:- Etymology and Syntax; exercises chiefly on passages from authors not prescribed.

ENGLISH COMPOSITION AND RHETORIC:- The structure of sentences and paragraphs; paraphrasing of prose; expansion and contraction of prose passages; synonyms; correction of errors; rhetorical analysis of passages from prose authors not prescribed; themes on familiar subjects and the prescribed texts; familiar and business letters.

ENGLISH POETICAL LITERATURE:- Intelligent comprehension of, and familiarity with the prescribed texts; memorization of the finest passages; oral reading of the texts; supplementary reading from authors provided in the High School Library, or supplied by the pupils under the authority of the High School Board.

HISTORY AND GEOGRAPHY:- The leading events of Canadian and British History- the nineteenth century more particularly. Commercial, Physical, and Mathematical Geography. Geography of Canada, and the British Empire more particularly.

ARITHMETIC AND ELEMENTARY MENSURATION:- Arithmetic in theory and practice; special attention to Commercial Problems; areas of rectilinear figures, and volumes of right parallelopipeds and prisms; the circle, sphere cylinder and cone.

ALGEBRA :- Elementary rules; factoring; greatest common measure; least common multiple; simple equations of one unknown quantity; simple problems.

COMMERCIAL COURSE:- Writing; precis writing and indexing; book-keeping, single and double entry; commercial forms; general business transactions.

EUCLID; - Book I, Propositions I-XXVI; easy deductions.

Drawing:- Freehand; Practical Geometry; Perspective; Object Drawing, and Industrial Designs.

PHYSICS:- An experimental course designed as follows:-

- (a) Properties of matter:- sensations and things; causes and effects; absence of chance in the order of nature; matter; the molecule; constitution of matter; physical and chemical changes; inertia; force; energy (as defined in sections 88-92 of the High School Physics); three states of matter; phenomena of attraction; cohesion; compressibility; elasticity etc.
- (b) Sound- vibrations and waves; velocity; reflection; echoes; refraction; intensity; pitch; difference between noise and music.
- (c) Light- Propagation; reflection; images formed by plane and spherical mirrors; refraction; lenses; dispersion; selective absorption; colour.
- (D) Electricity:- voltaic cells, polarization; heating, luminous, chemical, and magnetic effects produced by the electric current; the electric bell; telegraph; telephone; the electric light; magnetism.

BOTANY:- The practical study of representatives of the following natural orders of flowering plants: Ranunculaceae; Cruciferae; Malvaceae; Leguminosae; Rosaceae; Sapindaceae; Umbelliferae; compositae; Labitae; Cupriferae; Araceae; Liliaceae; Iridaceae; coniferae; and Gramineae (types contained in text book) A knowledge of structure obtained with the use of the compound microscope. Drawing and description of plants supplied and their classification. Comparison of different organs, morphology of roots, stem, leaves and hairs, parts of the flowers; reproduction of flowering plants; pollination; fertilization; the nature of fruits and seeds.

GREEK :- The Elementary Greek Book, and sight-reading.

LATIN:- The Elementary Latin Book, grammar, composition, translation and sight-reading.

FRENCH;- The Elementary French Book, Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

German:- The Elementary German Book, grammar, composition, conversation, dictation, the prescribed texts, and sight-reading.

FORM III

ENGLISH GRAMMAR:- A course consisting chiefly of exercises on passages from authors not prescribed.

ENGLISH COMPOSITION AND RHETORIC:- Course in Form II continued, and including themes based upon the prescribed texts.

ENGLISH POETICAL LITERATURE:-The course in Form II continued, and including intelligent comprehension of and familiarity with the prescribed texts.

HISTORY AND GEOGRAPHY:- Great Britain and her Colonies from the Revolution of 1688 to the peace of 1815, and the Geography relating thereto. Outlines of Roman History to the death of Augustus, and the Geography relating thereto. Outlines of Greek History to the Battle of Chaeronaea, and the Geography relating thereto.

ARITHMETIC AND MENSURATION:- Course in Form II completed.

ALGEBRA:- Elementary rules; easy factoring; highest common measure; lowest common multiple; square root; fractions; ratio; simple equations of one, two and three indices; surds; easy quadratic equations of one and two unknown quantities.

EUCLED:- Books I,II, and III, deductions.

PHYSICS:- An experimental course defined as follows and including and acquaintance with the Metric System of units;:-

- (a) Dynamics: Definitions of velocity, acceleration, mass momentum, force, moment, couple, energy, work, centre of inertia, statement of Newton's laws of motion; composition and resolution of forces; conditions for equilibrium of forces in one plane. Definitions of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity. Boyle's Law, the barometer, air-pump, water-pump, siphon.
- (b) Heat:- Effects of heat; temperature; diffusion of heat; specific heat; latent heat; Law of Charles.
- (c) Electricity: Voltaic cells: chemical action in the cells; magnetic effect of the current; electric light; current induction; dynamo and motor; electric bell; telegraph; telephone.

CHEMISTRY:- Definition of the object of the science. Relation of the Physical Sciences to Biology and of Chemistry to Physics. Chemical change, elementary composition of matter. Laws of combination of the elements, atomic theory, molecules, Avogadro's Law. The determination of atomic weight, specific heat, atomic heat, nomenclature, classification. The preparation, characteristic properties, and principal compounds of the following elements: Hydrogen, Chlorine, Bromine, Iodine, Oxygen, Sulphur, Nitrogen, Phosphorus, Carbon, Silicon.

GREEK:- Grammar, Composition, prescribed texts and sight-reading.

Latin:- Grammar, Composition, prescribed texts, and sight-reading.

FRENCH:- Grammar, Composition, Conversation, Dictation, the prescribed texts and sight-reading.

GERMAN:- Grammar, Composition, Conversation, Dictation, the prescribed texts, and sight-reading.

FORM IV

GRAMMAR AND PHILOLOGY:- A course consisting chiefly of exercises or passages from authors not prescribed.

ENGLISH COMPOSITION?RHETORIC AND PROSODY:- Essay-writing, a course in Rhetoric and Prosody, consisting chiefly of exercises on passages from authors not prescribed.

ENGLISH POETICAL LITERATURE:- Course in Form III continued, and including intelligent comprehension of and familiarity with the prescribed texts.

HISTORY AND GEOGRAPHY:- British History from the Discovery of America to the Revolution of 1688. Geography to illustrate the history read.

ALGEBRA:- More thorough knowledge of the subjects of Form III, together with variations, progressions, permutations and combinations, binomial theorem, interest forms with annuities.

Euclid:- More thorough knowledge of the subjects of Form III, together with Euclid Books IV and VI and definitions of Book V; deductions.

PLANE TRIGONOMETRY:- Trigonometrical ratios, with their relations to each other; sines etc., of the sum and difference of angles, with deduced formulas; solution of triangles; radii of circumscribed, inscribed and escribed circles.

PHYSICS:- Course in Form III continued.

CHEMISTRY:- The practical study of the following elements with their most characteristic compounds, in illustration of the outlines of Menelejeff's classification of the elements. Hydrogen; Sodium; Potassium; Magnesium, Zinc, Calcium, Strontium, Barium, Borax, Aluminum, Carbon, Silicon, Tin, Lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth; Oxygen, Sulphur; Fluorine, Chlorine, Bromine, Iodine; Manganese, Iron, Gold, Platinum.

BOTANY:- The practical study of representatives of the flowering plants of the locality in which the High School is situated, and of the representatives of the chief sub-divisionsof the cryptograms, such as fern, a licopod, a horse-tail,a liver-wort, a moss,a lichen, a mushroom, a chara. A knowledge of the structure such as can be obtained,with the use of the compound microscope. Drawing and description of parts of plants supplied, and their classification. Comparison of different organs, morphology of root, stem, leaves, and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds.

ZOOLOGY: The practical study of the subject, as defined in the High School ZOOLOGY, but limited by the author's syllabus of the work.

GREEK: Grammar, Composition, the prescribed texts, and sight-reading.

LATIN:- Grammar,Composition, the prescribed texts, and sight-reading.

FRENCH:- Grammar, Composition, Conversation, Dictation and the prescribed texts, and sight-reading,

GERMAN:- Grammar, Composition, Conversation,Dictation, the prescribed texts and sight-reading.

APPENDIX V

Course of Studies for the North West Territories

1891

THIRD CLASS

Twenty percent of the marks attached to each of the subjects of examination; thirty-five percent of the marks attached to each group of subjects; and fifty percent of the total number of marks.

FIRST or SECOND CLASS- GRADE "B"

Twenty percent of the marks attached to each of the subjects of examination; thirty-five percent of the marks attached to each group of subjects; and fifty percent of the total number of marks.

FIRST or SECOND CLASS- GRADE "A"

Thirty-five percent of the number of marks attached to each of the subjects of examination; fifty percent of the marks attached to each group of subjects; and seventy percent of the total number of marks.

SUBJECTS OF EXAMINATION FOR THIRD CLASS CANDIDATES WITH PRESCRIBED TEXT BOOKS

READING- To be able to read any passage selected from the Reader with proper pronunciation, expression, emphasis, inflection and force.

Text Books - Protestant candidates: High School Reader; Roman Catholic candidates: Metropolitan Fifth Reader.

DICTATION - To be able to write correctly any passage from the Reader; the papers written on the other subjects must also be free from orthographical errors.

Text Books- As for Reading.

COMPOSITION and PROSE LITERATURE - to be acquainted with the construction of sentences, the rendering of poetry into prose, the forms of business and general correspondence, the writing of themes, and the rules of punctuation.

TEXT BOOK- For all candidates: William's composition; Literature selections to be prescribed.

WRITING- To be able to write legibly and neatly.

ARITHMETIC- To be thoroughly acquainted with the subject as far as percentage, including interest and discount.

TEXT BOOK - For all candidates: Hamblin's Smith's Arithmetic.

GRAMMAR - To be acquainted with the elements of English Grammar, Etymology and Syntax, Exercises, correction of false syntax.

TEXT BOOK- For all candidates: Ontario Public School Grammar.

GEOGRAPHY - To be acquainted with the general geography of the world, and of North America and the British Empire in particular; to have a good general knowledge of the form and motions of the earth, and their connection with climate, the seasons, and the divisions of time.

TEXT BOOK- For all candidates: The Canada Publishing Company's Geography.

HISTORY-To have a good general knowledge of the history of England and Canada.

TEXT BOOK- For all candidates: Buckley and Robertson's High School History of England and Canada. English History; Chapters XIX-XXVI inclusive; Canadian History; Chapters I*-VIII inclusive.

HISTORY OF LITERATURE and POETICAL SELECTIONS - To be familiar with the selections prescribed for study, and to have a knowledge of the life and works of their authors.

TEXT BOOKS For Protestant candidates: High School Reader,
for Roman Catholic candidates: Metropolitan Fifth Reader.

DRAWING - To have a general knowledge of Freehand Drawing,
and to be familiar with the books of the High School
Course: Walter Smith's Intermediate Freehand Drawing
Book, pages 1-70.

ALGEBRA - To have a knowledge of the subject to the end of
simple equations.

TEXT BOOK - For all candidates: Ontario High School
Algebra Part I, pages I-I40.

GEOMETRY - Euclid, Book I with easy deductions.

TEXT BOOK - For all candidates: McKay's Elements of Euclid

AGRICULTURE - Chapters I-XI inclusive.

TEXT BOOK - For all candidates: Ontario Public School
Agriculture.

SCIENCE and ART of TEACHING - as contained in the prescrib-
ed text books.

TEXT BOOKS - For all candidates: Baldwin's Art of School
Management : Browning's Educational Theories: Hughes'
Drill and Calisthenics.

N.B. Agriculture and Drawing shall be optional "bonus"
subjects for candidates for Third Class Certificates. -

SUBJECTS OF EXAMINATION FOR SECOND CLASS CANDIDATES
WITH TEXT BOOKS PRESCRIBED

READING - To be able to read any extract in prose or verse
with proper pronunciation, expression, emphasis, and

force.

TEXT BOOKS - Protestant candidates: High School Reader;
Roman Catholic candidates: Metropolitan Fifth Reader.

DICTATION - To be able to write correctly an extract from an author. The papers written on other subjects must also be free from orthographical errors.

COMPOSITION AND PROSE LITERATURE - In addition to the work for third class, to show by the composition of Abstracts, Paraphrases or Essays, an acquaintance with the rules of Punctuation, and a fair mastery of the art of writing good English; themes based upon the Prose Literature prescribed.

TEXT BOOK - For all candidates: William's Composition and Practical English. Literature-Selections to be prescribed.

WRITING - To be thoroughly acquainted with the principles of penmanship, and to be able to write a good running hand.

ARITHMETIC - To have a thorough knowledge of the subject.

TEXT BOOK - For all candidates: Hamblin Smith's Arithmetic.

GRAMMAR - To have an elementary knowledge of the High School Grammar.

TEXT BOOK - For all candidates: Ontario High School Grammar, the larger text in the book.

Geography - To have a thorough knowledge of Map Geography, with Canada and the British Empire more particularly; map drawing.

TEXT BOOK - For all candidates: The Canada Publishing Company's Geography.

HISTORY - To be thoroughly acquainted with the History of England and Canada.

TEXT BOOK - For all candidates: Buckley and Robertson's High School History of England and Canada.

HISTORY OF LITERATURE AND POETICAL SELECTIONS - To be acquainted with the outlines of the History of English Literature, from the time of Queen Anne to the present, and to be familiar with the works prescribed for study.
TEXT BOOK - For all candidates: Stopford's History of English Literature. Poetical Selections to be prescribed.

BOOK-KEEPING - To be acquainted with book-keeping by Single and Double Entry.

TEXT BOOK - For all candidates: McLean's High School Book-keeping.

DRAWING - To be acquainted with Freehand Drawing, Practical Geometry, Perspective and Object Drawing.

TEXT BOOK - For all candidates: Walter Smith's Intermediate Freehand Drawing Book, pages L - 238.

ALGEBRA - To be thoroughly acquainted with the subject to the end of Quadratic Equations in the prescribed text book.

TEXT BOOK - For all candidates: Ontario High School Algebra ,Part I.

GEOMETRY - Euclid, Books I and II with Deductions.

TEXT BOOK - For all candidates: McKay's Elements of Euclid.

AGRICULTURE - Chapters I -XIV inclusive.

TEXT BOOK - For all candidates: Ontario Public School Agriculture.

PHYSIOLOGY AND HYGIENE - Elementary; to be acquainted with the process of digestion, circulation and respiration, and to be familiar with the ordinary laws of health.

TEXT BOOKS - For all candidates: Huxley's Elementary Physiology; Buckton's Health in the House.

SCHOOL LAW - To be familiar with the provisions of the School Ordinance, and the Regulations of the Board of Education.

SCIENCE AND ART OF TEACHING - To have a thorough knowledge of the subject as treated in prescribed Text books.

TEXT BOOKS - for all candidates: Baldwin's Art of School Management, Browning's Educational Theories, Hughes' Drill and Calisthenics.

N?B. Agriculture and Drawing shall be optional "bonus" subjects for candidates for second class certificates.

SUBJECTS OF EXAMINATION FOR THE FIRST CLASS CANDIDATES WITH PRESCRIBED TEXT BOOKS.

READING - To be able to read an extract in prose or verse, from any author, with proper pronunciation, expression, emphasis, inflection and force.

DICTATION - To be able to write correctly an extract from any author. The papers written on other subjects must also be free from orthographical errors.

COMPOSITION AND PROSE LITERATURE - In addition to the work for Second Class, to show, by passing an examination on this subject, and by the character of the answers on other subjects, an acquaintance with the Rules of Rhetoric, and a habit of writing English with clearness, force, and taste; themes based upon Prose Literature prescribed.

TEXT BOOK - For all candidates: William's Composition and Practical English. Literature- Selections to be prescribed.

WRITING - To be thoroughly acquainted with the principles of Penmanship, and to write a good running hand.

ARITHMETIC AND MENSURATION - To have a thorough knowledge of Arithmetic, and the Mensuration of surfaces and solids.

TEXT BOOK - For all candidates: Hamblin Smith's Arithmetic.

GRAMMAR - To have a thorough knowledge of the High School Grammar, and to be acquainted with the origin and construction of the English Language, and to show Familiarity with its correct use in speaking and writing.

TEXT BOOK - For all candidates: Ontario High School Grammar.

GEOGRAPHY - To have a thorough knowledge of the Mathematical, Physical and Political Geography of the World.

TEXT BOOKS - For all candidates: The Canada Publishing Company's Geography, Geikie's Physical Geography.

HISTORY * To be thoroughly acquainted with the History of England and Canada

TEXT BOOK - For all candidates: Buckley and Robertson's High School History of England and Canada.

HISTORY OF LITERATURE AND POETICAL SELECTIONS- To have a thorough knowledge of English Literature, and its history, and to be able to give a critical analysis of a play from Shakespeare, or a work of some other author prescribed for examination.

TEXT BOOK For all candidates: Stopford Brook's History of English Literature. Poetical selections to be prescribed.

BOOK-KEEPING-To be thoroughly acquainted with Book-keeping by Single and by Double Entry.

TEXT BOOK - For all candidates: McLean's High School Book-keeping.

DRAWING - To have a thorough knowledge of Freehand Drawing , Practical Geometry,Perspective, Object Drawing, and Industrial Designe, and to have an acquaintance with the general directions, principles and methods of teahing this subject.

TEXT BOOK -For all candidates: Walter Smith's Intermediate Free Hand Drawing Book.

ALGEBRA - To have a thorough knowledge of the subject to the end of the Binomial Theorem.

TEXT BOOK- For all candidates: Ontario High School Algebra Parts I and II.

GEOMETRY - Euclid, Books I,II,III, and V and VI with Deductions, and the Definitions of Book V.

TEXT BOOK - For all candidates:McKay's Elements of Euclid.

PHYSIOLOGY AND HYGIENE -To have a thorough knowledge of the subject as treated in prescribed texts.

TEXT BOOKS - For all candidates:Huxley's Elementary Physiology, Buckton's Health in the House.

AGRICULTURE - To have a thorough knowledge of the subject, as treated in the prescribed text book.

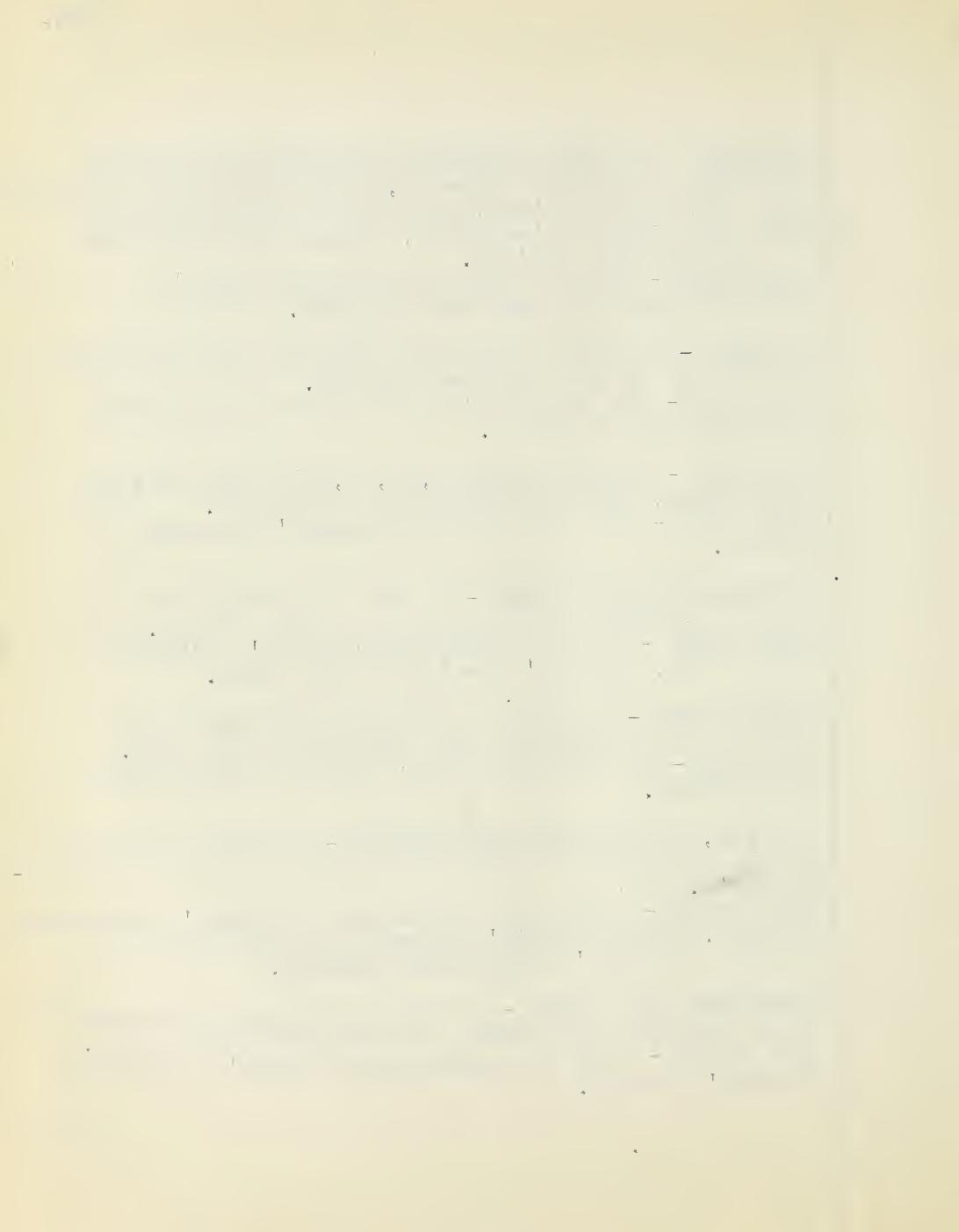
TEXT BOOK-For all candidates: Ontario Public School Agriculture.

STATICS, HYDROSTATICS AND PHYSICS - To have a thorough knowledge of these subjects, as treated in the prescribed text books.

TEXT BOOKS - : For all candidates; Kirkland's Elementary Statics, Hamblin Smith's Elementary Hydrostatics, Balfour Sterart's Elementary Physics.

CHEMISTRY AND BOTANY - To have a thorough knowledge of these subjects as treated in the prescribed texts.

TEXT BOOKS - For all candidates: Roscoe's Chemistry, Spotton's Botany.



LATIN- Caesar de Bello Gallico*, Virgil*, Latin Prose Composition(Arnold), Exercises I - 24 inclusive.

* Special books or works to be prescribed.

SCHOOL LAW - To be familiar with the provisions of the School Ordinance, and the Regulations of the Board of Education.

FRENCH Grammar(Fasquelle-Sykes); Composition; Translation into French or short English sentences; translation of easy passages from English into French, and translation of passages from easy French authors*.

SCIENCE AND ART OF TEACHING - To have a thorough knowledge of the subject as treated in prescribed texts.

TEXT BOOKS - For all candidates: Baldwin's Art of School Management, Browning's Educational Theories. Hughes' Drill and Calisthenics.

N.B.- "Agriculture", "Latin", and "FRENCH" shall be optional "Bonus" subjects, for candidates for First Class certificates.

* - Special books to be prescribed.

APPENDIX VI
REGULATIONS OF THE
COUNCIL OF PUBLIC INSTRUCTION
1898

THIRD CLASS

READING:- The principles of orthoepy and elocution; oral reading.

TEXT BOOK:- The introductory chapters in the Readers.

SPELLING:- WRITING:- Judged on all papers.

ENGLISH GRAMMAR:- A general knowledge of the High School Grammar.

COMPOSITION AND PROSE LITERATURE:- The structure of sentences and paragraphs; expansion and contraction of prose passages; synonyms; correction of errors; critical study of the prescribed prose literature in connection with the study of the principles of composition; letter-writing; punctuation.

An essay, from thirty to sixty lines in length, on one of a number of assigned subjects, based upon the prescribed prose literature. This essay will be considered a test of the candidate's power to write English, rather than a proof of his knowledge of the subject written upon. Legible writing, and correct spelling, punctuation and paragraphing, will be regarded as indispensable.

TEXT BOOK:- Welsh's "English Composition".

PROSE LITERATURE;* 1899- Goldsmith: The Vicar of Wakefield. The novel like the poem is to be studied as a criticism of life, and as an artistic whole.

*POETICAL LITERATURE:- Intelligent comprehension of and familiarity with the prescribed selections; memorization of the finest passages; oral reading.

PRESCRIBED SELECTIONS:- 1899; Tennyson; Morte D'Arthur, Elaine, Recollections of the Ararian Nights, To Virgil, Early Spring, Ulysses, "You ask Me Why", "Of Old Sat Freedom", "Love Thou Thy Land", Freedom, Oeonone, The Lotus Eaters, Crossing the Bar, The Lady of Shallott, St. Agnes' Eve, Sir Galahad, The six Interlude Songs in the Princess, and "Tears, Idle tears".

The following selections from Palgrave's Golden Treasurey: Gray: Ode on Vicissitude; Ode to the Spring; Elegy Written in a Country Churchyard; Ode on Eton Collage.

HISTORY:- The leading events of Canadian and British history.

TEXT BOOKS:- Clement's History of Canada; Buckley and Robertson's High School History.

GEOGRAPHY:- The general geography- physical, commercial and mathematical- of the world; Geography of Canada and the British Empire more particularly.

TEXT BOOKS :- The High School Geography; Geography of the British Colonies by Dawson and Sutherland.

ARITHMETIC AND MENSURATION:- Pure Arithmetic; Commercial Arithmetic.

TEXT BOOKS:- Hamblin Smith's Arithmetic to the end of chapter xvi. also chapters XXXIII & XXXIV.

For mensuration, consult Hill's Lessons in Geometry, chapters VII-IX inclusive.

ALGEBRA:- Definitions, elementary rules, simple equations of one two and three unknown quantities, problems.

TEXT BOOK:- C. Smith's Elementary Algebra, chapters I-VIII inclusive.

GEOMETRY:- Euclid-Book I, with easy Deductions.

TEXT BOOK:- McKay's Elements of Euclid.

BOOKKEEPING:- McLean's High School Book-keeping chapters I - v inclusive, and chapters VIII-X.

BOTANY:- Elements of structural Botany.

The course in Third Class Botany shall be entirely practical and descriptive, and cover the following:-
The flower; its parts, their functions and relations as observed in the actual study of specimens of the following orders: Ranunculaceae, Cruciferae, Leguminosae, Rosaceae, and Liliaceae.

The classification of members of these orders as to their genera- Spotton's Botany.

The leaf in vernation, venation, phyllotaxis, surface, margin, outline, base, apex, and function.

Inflorescence- determinate and indeterminate aestivation.

The simple study of fruits, and their classification- as apocarpous, syncarpous, dehiscent and indehiscent.

The simple study of the root and stem, with drawings of cross-sections, and branch systems.

Pollination;- fertilization and the development of the seed from the ovule.

The study of hairs, tendrils, runners, and such modification of parts.

Germination, illustrating the growth of the seed and conditions. Plant food, assimilation, respiration, and transpiration. Simple drawings of all the parts.

A plant shall be submitted at the examination, not necessarily for the purposes of identification, but as a means of testing the candidate's practical knowledge of this subject.

TEXT BOOK:- Spotton's High School Botany, Manitoba Edition.

AGRICULTURE:- definitions, plants, soils, tillage, crops and weeds; insects.

TEXT BOOK:- Ontario Public School Agriculture chapters I-XII inclusive.

PHYSICS:- The course in this subject shall cover the following:

1. Metric and English systems of measure.
2. Matter: solid, fluid(liquid,gas); constitution of matter.

the same time, the government
transferred its military forces
from the Balkans to the Dardanelles
and the Black Sea, and sent
troops to Egypt. Similarly, the
French government sent its troops
to the Balkans, and the British
government sent its troops to
India and to South Africa.
The French and British governments
also sent their navies to the Mediterranean
and the Indian Oceans to
protect their shipping routes.
The British government also sent
troops to the Balkans and
the Indian Oceans to
protect its shipping routes.
The British government also sent
troops to the Balkans and
the Indian Oceans to
protect its shipping routes.

The British government also sent
troops to the Balkans and
the Indian Oceans to
protect its shipping routes.
The British government also sent
troops to the Balkans and
the Indian Oceans to
protect its shipping routes.

3. Properties and laws of solids: hardness, ductility, malleability, plasticity, cohesion, adhesion, elasticity structure (crystalline, amorphous).
 4. Properties and Laws of Liquids:- Fluidity, viscosity, cohesion, adhesion; capillary phenomena; surface tension; transmission of pressure by fluids; pressure due to weight; surface of a liquid at rest, under the action of gravity; buoyancy.
 5. Properties and Laws of Gases:- Pressure due to weight; expansive force (tension or elastic force); buoyancy; measurements of the pressure of the atmosphere, Barometer; compressibility; Boyle's or Mariotte's Law.
 6. Construction and action of the following instruments:- and Machines:- Air Pump (common and Sprengel), condenser, common pump, force pump, siphon, hydrostatic press.
 7. Specific Gravity:- density of a solid, liquid and gas.
 8. Relative motion and absolute rest:-
 (Force:- Definition, recognition, manifestations;
 (measurement; stress, action, reaction; molar and molecular forces; moment of a force; unit of force
 9 (and mass.
 (Energy:- Definition; relation to force; various forms; potential and kinetic.
 (Work:- Definition; relation to energy and force;
 (wasted work; unit; estimation of work done.
 (
 - 10:- Newton's Three Laws of Motion, and their application to universal gravitation; equilibrium of bodies.
 11. Machines:- Uses, advantages, laws; levers, balance, inclined plane, pulleys.
 12. Heat:- Nature and sources; expansion of solids, liquids, gases; measurement of heat; construction and use of thermometers; maximum density of water. Change of state- solid to liquid and liquid to solid; vaporization and liquefaction; ebullition, evaporation, dew point. Transmission of heat- conduction, convection and radiation.
 13. Transformation, correlation and conservation of energy.
- TEXT BOOK:- Gage's "Introduction of Physical Science"

SECOND CLASS

READING:- the principles of elocution; oral reading.
SPELLING AND WRITING:-Judged on all papers.

ENGLISH GRAMMAR:- The High School Grammar.

COMPOSITION AND PROSE LITERATURE:-

- a- The structure of sentences and paragraphs, expansion and contraction of prose passages, choice of words, figures of speech, critical study of the prescribed prose literature, in connection with the study of the principles of composition, rhetorical analysis of passages from prose authors not prescribed.
- b- An essay about sixty lines in length, on one of the number of assigned subjects based upon the prescribed prose literature.
- c- Prose Literature 1899. Scott's "Waverley". The novel like the poem, is to be studied as a criticism of life, and as an artistic whole.

TEXT BOOK: Genung's Outlines of Rhetoric.

POETICAL LITERATURE:- Intelligent and appreciative comprehension of, and familiarity with the prescribed selections; memorization of the finest passages; oral reading.

SELECTIONS FOR 1899:-

Scott-Lady of the Lake.

Wordsworth-Michael, To a Daisy, To my Sister, Expostulation and Reply, The Tables Turned, O Nightingale, Thou Surely Art, At the Grave of Burns, Thoughts Suggested the Day Following, The Solitary Reaper, The Primrose of the Rock, Ode to Duty; Sonnets:- Fair Star of the Evening, Splendour of the West; It is not to be Thought of that the Flood; Scorn not the Sonnet; I am no One Who Much or oft Delight; Wings Have We and as Far as We can Go; Nor Can I not Believe; It is a Beauteous Evening Calm and Free; I Thought of Thee my Partener and my Guide; A Trouble not of Clouds, or

Weeping Rain; A Poet! He hath Put His Heart to School;
Influence of Natural Objects; Nutting; Character of the
Happy Warrior; Elegiac Stanzas, suggested by a picture
of Peele Castle; To the Rev. Dr. Wordsworth.

HISTORY:- British: Great Britain from the Revolution
of 1688 to the present, with the outline of the previous
periods of British History.

TEXT BOOK:- Green's Short History of the English People.
Canadian: Clement's History of Canada
General: Swinton's Outlines of the World's History.
Sections I II & III.

GEOGRAPHY:- The commercial and physical geography
of America and Europe. The Geography of the British
Empire.

TEXT BOOKS:- Geography of the British Colonies by Dawson
and Sutherland. Elementary Physical Geography by
R.S. Tarr.

ARITHMETIC AND MENSURATION:- Arithmetic in theory and
practice; area and volume of rectilineal figures;
circle; sphere; cylinder; cone.

TEXT BOOK:- Hamblin Smith's Arithmetic. For Mensuration
refer to Thompson, Ballard and McKay's High School
Arithmetic- Ontario Series.

ALGEBRA:- Definitions, elementary rules, simple
equations of one two and three unknown quantities,
problems, factoring, highest common factor, lowest
common multiple, fractions, equations with fractions,
quadratic equations, simultaneous equations of the
second degree, powers and roots, indices and surds.

TEXT BOOK:- G. Smith's Elementary Algebra, chapters
I- XIX.

GEOMETRY:- Euclid- Books I, II, & III. Deductions
TEXT BOOK:- McKay's Elements of Euclid.

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BOOK-KEEPING:- As for Third Class

PHYSICS:- The elements of Physics.

TEXT BOOK:- Gage's Introduction to Physical Science.

AGRICULTURE:- Plants, soils, tillage, crops, weeds, insects, birds, seeding, care and management of animals, dairying and cultivation of trees.

TEXT-BOOK;- Ontario Public School Agriculture.

BOTANY:- Topics as for third class.

FIRST CLASS

SPELLING AND WRITING:- Judged on all papers.

THE ENGLISH LANGUAGE:-

TEXT BOOKS:- Lounsbury's English Language; Part I The High School Grammar; Genmeres' Hand Book of Poetics

RHETORIC AND COMPOSITION:-

Style; invention; the reading of prescribed prose selections in connection with the study of Rhetoric. An essay about sixty lines in length; one of a number of assigned subjects, based upon the prescribed prose selections.

TEXT BOOK:-Genung's Practical Elements of Rhetoric.

PROSE LITERATURE:- Selections I * XXVI inclusive in the Hand book of rhetorical analysis; Genung's; Scott's Waverley. The novel like the poem is to be studied as a criticism of life, and as an artistic whole.

POETICAL LITERATURE:-Prescribed selections 1899. Shakespeare;- The Merchant of Venice; Richard II. Milton:- L'Allegro, Il Penseroso, Comus, Lycidas, On His Being Arrived to the Age of Twenty-three,

To the Lord General Fairfax, To the Lord General Cromwell, To Sir Henry Vane, the Younger, On His Own Blindness.

Wordsworth:- As for Second Class.

HISTORY:- Swinton - Outlines of the World's History.

Bagehot- The English Constitution.

Bourinot - Constitutional History of Canada.

BIOLOGY:- General Biology; Sedgewick and Wilson.

ALGEBRA:- C. Smith's Elementary Algebra.

GEOMETRY:- Books I, II, III, IV; Definitions of Book V.

Propositions; 1, 2, 3, A, 4, 33, of Book VI; Deductions.

TEXT BOOK:- McKay or Todhunter.

TRIGONOMETRY:- Up to and inclusive of the solution of plane triangles.

TEXT BOOK:- Hamblin Smith.

CHEMISTRY:-

TEXT BOOK:- Kirkland's Experimental Chemistry.

BOTANY:- Elements of structural Botany.

TEXT BOOK:- Spotton's High School Botany; Manitoba Edition.

PHYSICS:- The elements of Physics.

TEXT BOOK:- Gage's Introduction to Physical Science.

MARKS REQUIRED TO PASS

Candidates must obtain at least 34% on each subject and 50% on the total number of marks.

If any subject is divided for the purpose of examination, candidates must obtain at least 34% on each subdivision.

APPENDIX VII

COURSE OF STUDIES NORTH WEST TERRITORIES
1902STANDARD VI

READING:- A general knowledge of the subject matter of the books prescribed for reading. These books are for independent supplementary reading rather than for study; Practice in Oral Reading.

Prescribed 1903-4; Longfellow's Evangeline; Scott's Lay of the Lake; Dickens' Christmas Carol; Goldsmith's Vicar of Wakefield; Lamb's Tales from Shakespeare.

ENGLISH COMPOSITION:- Letter Writing; Short compositions based on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation or division into paragraphs, will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

ENGLISH LITERATURE:- A thorough study of the subject matter, structure and language of each prescribed selection. Memorization of fine passages.

Prescribed Poetical Literature 1903-4.

Prescribed Prose Literature 1903-4; Scott's Ivanhoe.

ENGLISH GRAMMAR AND RHETORIC:- A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

TEXT BOOK:- Sykes' Elementary Composition.

HISTORY:- The leading events of Canadian and British History. Examinations in History will be so framed as to require comparison and the use of judgement on the student's part, rather than the mere use of memory.
TEXT BOOKS:- Clement's History of Canada; Buckley and Robertson's High School History.

GEOGRAPHY:- The general geography of the World; geography of Canada, and the British Empire more particularly.

TEXT BOOKS:- The New Canadian Geography- North-West Edition; Geography of the British Colonies- Dawson and Sutherland.

ARITHMETIC AND MENSURATION:- Pure Arithmetic; Commercial Arithmetic- omitting annuities.

TEXT BOOKS: Hamblin Smith's Arithmetic-Twentieth Century. For additional Mensuration, consult, consult Hill's Lessons in Geometry; chapters VII- IX inclusive.

ALGEBRA:- Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions and easy quadratics.

TEXT BOOK:- C. Smith's Elementary Algebra; chapters I-XIV inclusive.

GEOMETRY:- Euclid's Elements Book I; easy Deductions.

TEXT BOOK:- Todhunter and Loney.

BOOK-KEEPING: A knowledge of business forms, usages, and correspondence; Book-keeping by Single and Double entry.

TEXT BOOK:- Black's Public School Book-keeping.

BOTANY AND AGRICULTURE:- As in Bergen's Foundations of Botany, without Key and Flora (omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII.)

A knowledge of the structure, function and relation of

root, stem, leaf, and flower of typical plants belonging to the orders ; Ranunculaceae, Cruciferae, Leguminosae, Rosaceae, Liliaceae. Determination of plants belonging to these orders. Field work by each student is essential.

REFERENCES:- Spotton's High School Botany; Manitoba Edition; Coulter's Plant Relations.

AGRICULTURE:- As in C.C. James' Agriculture. Recommended for teachers' Reference- Bailey's Principles of Agriculture.

PHYSICS:- As in Merchant and Fessenden's High School Physical Science; Part I.

DRAWING:- Representation, construction, decoration; as in Prang's New Graded Course in Drawing for Canadian Schools; Books I, II, & III.
Teachers' Reference- The Manual.

LATIN:- Grammar; Reading; Composition.

TEXT BOOK:- Henderson and Fletcher's First Latin Book, pages 1-191 inclusive.

FRENCH:- Grammar; Reading; Composition; Conversation.

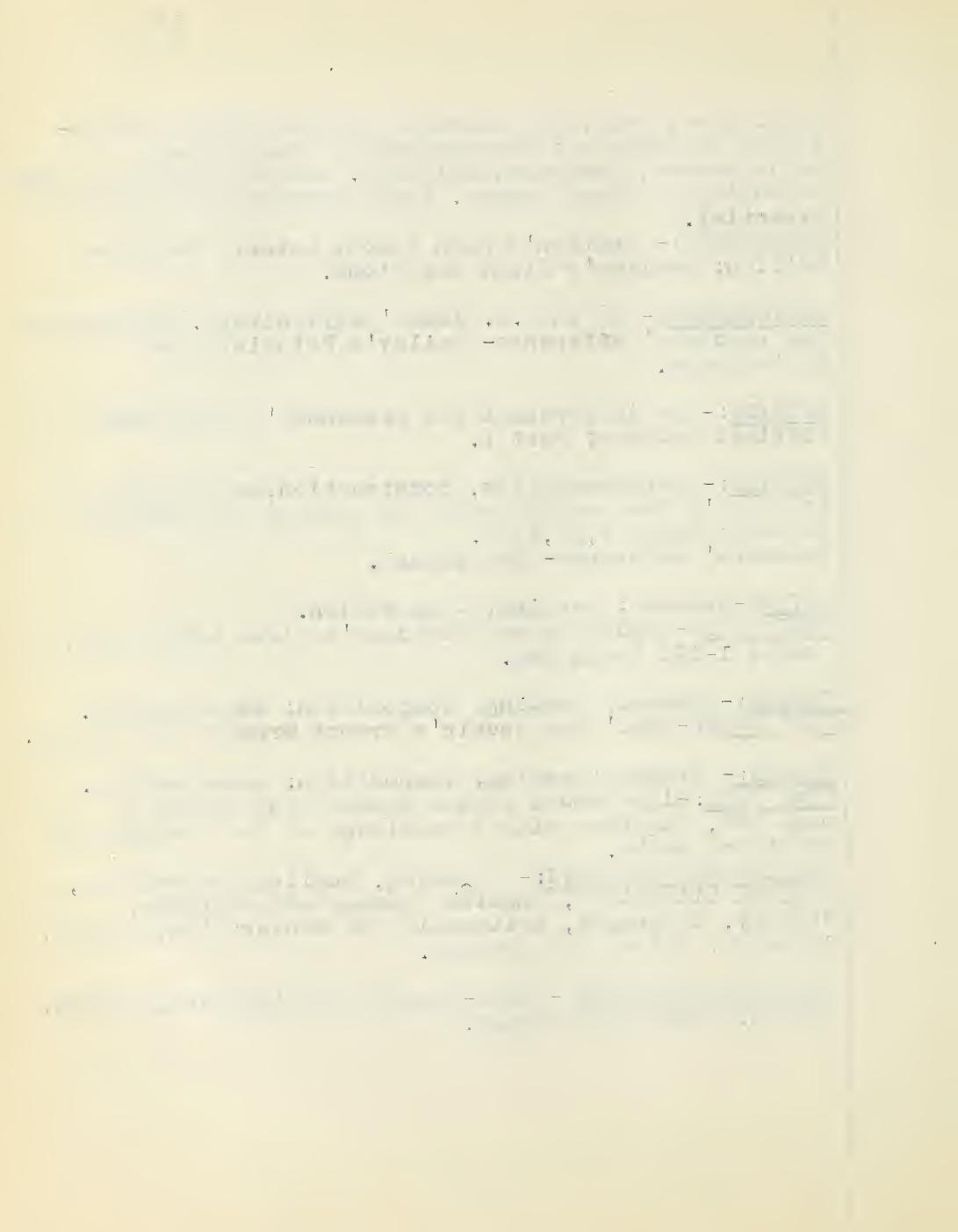
TEXT BOOK:- Fraser and Squair's French Grammar and Reader.

GERMAN:- Grammar; reading; Composition; Conversation.

TEXT BOOK:- High School German Grammar and Reader to page 142, together with a knowledge of the conjugation of strong verbs.

OBLIGATORY SUBJECTS:- Reading, English Composition, English Literature, English Grammar and Rhetoric, History, Geography, Arithmetic and Mensuration, Algebra, Geometry, Botany and Drawing.

OPTIONAL SUBJECTS:- Book-keeping, Agriculture, Physics, Latin, French and German.



For students intending to become teachers, or to enter a profession, an examination of the following subjects of Standard VI will be held annually: English Composition, English Literature, British and Canadian History, Geography, Arithmetic and Mensuration, Algebra, Book-keeping, Agriculture and Botany, Physics and Drawing. Students intending to proceed to a University, should take the languages prescribed for matriculation therein.

STANDARD VII

READING: A general knowledge of the subject matter of the books prescribed for reading. These books are for independent supplementary reading, rather than study. Practice in Oral Reading.

Prescribed books for 1903-4: Tennyson: The Princess, Enoch Arden, Ode on the Death of the Duke of Wellington. Ruskin: Sesame and Lilies. Irving: The Sketch Book. Scott: The Talisman.

ENGLISH COMPOSITION:- Letter Writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of Spelling, writing, punctuation, or division into paragraphs, will not be accepted at examinations. Instruction in the fundamental principles of Rhetoric should be given in connection with this study.

ENGLISH LITERATURE:- A thorough study of the subject matter, structure and language, of each prescribed selection. Memorization of fine passages.

Prescribed selections-1903: Alexander's School Anthology of English Poetry; Books I & II. 1904 - Books III & IV. 1903- Shakespeare's Merchant of Venice. 1904- Julius Caesar. Prescribed Prose Literature 1903: George Eliott's Silas Marner; 1904, The Mill on the Floss.

ENGLISH GRAMMAR AND RHETORIC: As in the High School Grammar, revised edition. Definite instruction in the choice of words, in the structure of sentences and paragraphs, and in the forms of narration, description, exposition, and argument.

TEXT BOOKS:- Sykes' Elementary English Composition. Recommended for Teachers' Reference: Genung's Practical Rhetoric.

HISTORY: Outline of the World's History.

TEXT BOOK:- Swinton's Outlines of the World's History.

GEOGRAPHY:- Physical Geography.

TEXT BOOK:- Elementary Physical Geography by R.S. Tarr.

ALGEBRA:- Definitions, elementary rules, simple equations, of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices and surds.

TEXT BOOK:- C. Smith's Elementary Algebra, chapters I - XXII inclusive.

GEOMETRY:- Euclid Books I? II and III; deductions.

TEXT BOOK- Todhunter and Loney's Euclid.

ANIMAL LIFE:- As in Jordan and Kellogg's Animal Life; especially chapters:I,II,IV,VI,VII,VIII,IX,XII?XIV,XV and XVI.

CHEMISTRY:- As in Waddell's School Chemistry.

DRAWING:- Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools; Books IV and V.

LATIN:- Translation into English of passages from prescribed texts. Translation at sight (with the aid of vocabularies) of passages from some easy prose author.

Candidates will be expected to have supplemented the reading of the prescribed texts, by additional practice in the translation of Latin.

Grammatical questions on the passages from prescribed textsshall be set, and such other questions as arise naturally from the content.

Translation into Latin of sentences and of easy narrative passages, based upon the prescribed prose texts.

The following are the prescribed texts:

1903- Virgil: Aeneid, Book II lines 1-505.

Caesar: Bellum Gallicum, Books II and III.

1904- Virgil; Aeneis, Book II lines 1 - 505.

Caesar: Bellum Gallicum; Book IV(omitting ch.17) Book V; chapters 1- XXIII.

Two papers as follows:

(a) Virgil and Caesar.

(b) Latin Grammar, prose composition and sight work.

TEXT BOOK:-Henderson and Fletcher's first Latin Book.

FRENCH:-

(a) Grammar

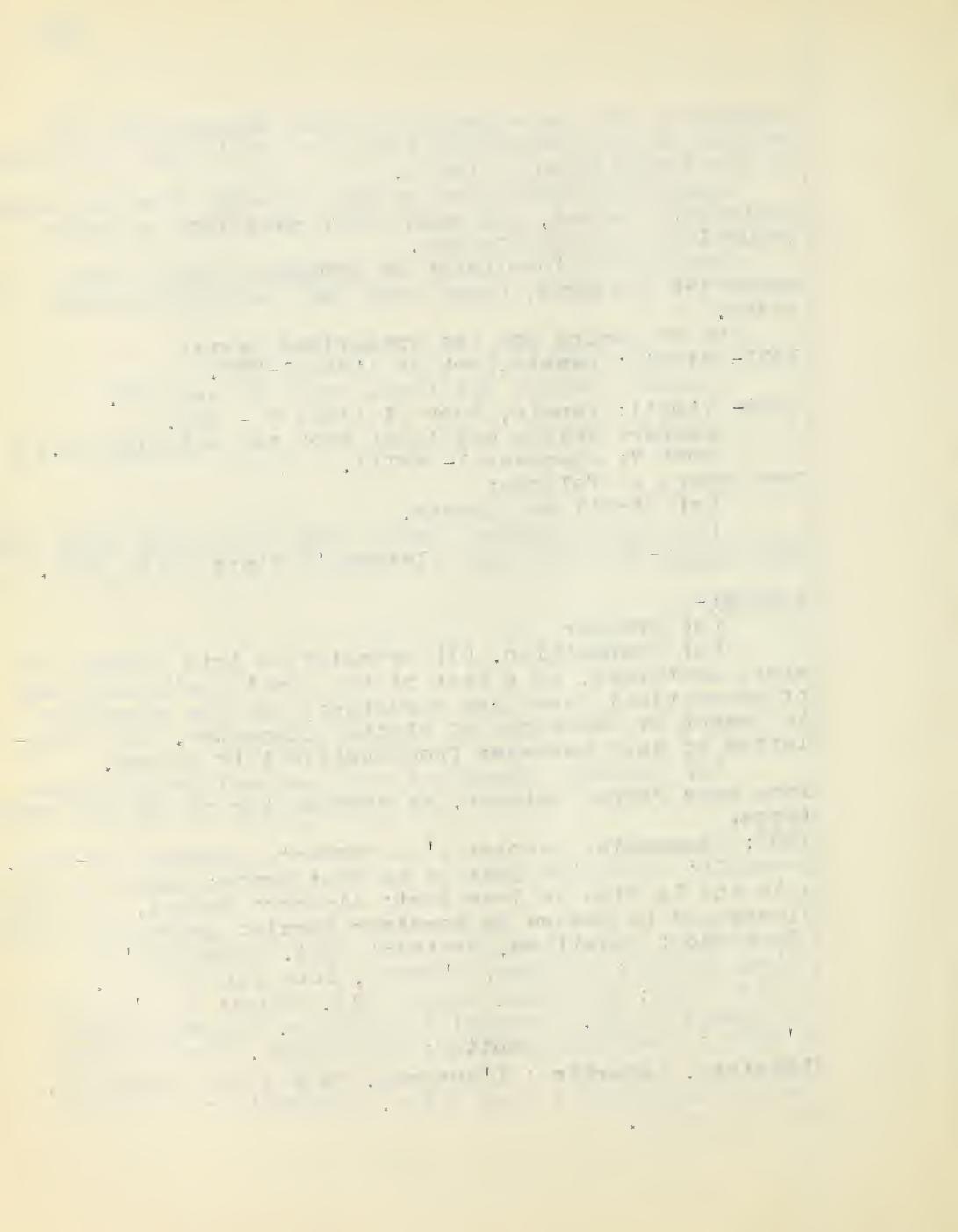
(b) Composition. (1) Translation into French of short sentences, as a test of the candidate's knowledge of grammatical forms and structure, and the formation in French of sentences of similar character. (2) Translation of easy passages from English into French.

(c) Authors: Translation of unspecified passages from easy French authors. An examination on the following texts:

1903; Lammenais: Paroles d'un Croyant Chapters VII-XVII.

Perrault: Le Maitre Chat ou Le Chat Botte; Dumas, Un Nez Gele and La Pipe de Jean Bart; Alphonse Daudet, La Derniere Classe and La Chevre de Monsieur Seguin: Legouve, La Patte de Dindon: Pouvillon, Hortibus; Loti. Chagrin d'un Vieux Forcat; Moliere, L'Avare, Acte III Scene V.

Victor Hugo; Waterloo. Chapter IX. Rouget de L'Isle; La Masseillaise. Arnuval; La Feuille. Chateaubriand; L'Exile; Theophile Gautier; La Chimere. Victor Hugo; L'Extase. Lamartine; L'Automne. De Musset; Tristesse. Sully Prudhomme; Le vase Brise. LaFontaine; Le Chene et Le Roseau.



Feuillet; Le Village.

GERMAN:-

Grammar.

Composition.(1) Translation into German of short English sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in German, of sentences of similar character. (2) Translation of easy passages from English into German.

Authors; Translation of unspecified passages from easy German authors. An examination of the following texts: 1903; Grimm.Rotkappchen, Anderson. Wie's der Alte macht, Das Neue Kleid venedig; Rothchild, Der Baer.Ertl; Himmelsschleussel. Frommel.Das Eiserne Kreuz;Baumbach, Nicotiane;Der Goldbaum. Uhland;Schaefer's Sonntagsleid; Das Schloss am Meer; Chamisso; Das SchlossBoncourt; Claudius,Die Sterne,Der Riese Goliath; Goethe,Mignon, Erlkoenig, Der Saenger; Schiller, Der Juengling am Bach. Leander; Traumerein pp. 46-90.

The obligatory subjects are Reading,English Grammar and Rhetoric,English Composition, English Literature, General History,Physical Geography,Algebra Geometry, Animal Life and Drawing.

The optional subjects are : Chemistry, Latin, French and German.

Students may elect Latin instead of Algebra, and French or German instead of English Grammar and Rhetoric, or Chemistry.

For students intending to become teachers, or to enter a profession, and examination on the following subjects in Standard VII will be held annually: English Grammar and Rhetoric, English Composition, English Literature,General History, Physical Geography, Algebra, Geometry, Animal Life, and Chemistry; but students may offer Latin instead of Algebra; either French or German instead of either English Grammar and Rhetoric or Chemistry; or French and German instead of English Grammar and Rhetoric and Chemistry.

STANDARD VIII

READING:-A general knowlede of the subject matter of the books prescribed for general Reading.

PRESCRIBED BOOKS 1903-4: Matthew Arnold's Sohrab and Rustum, and other poems; Browning's The Lost Leader, Rabbi Ben Ezra. The Grammarians Funeral, and other poems. De Quincey's Flight of a Tartar Tribe; Macaulay's Life and Writings of Addison; Thackeray's Pendennis.

ENGLISH COMPOSITION:- Letter writing. Short compositions, based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important, than the ability to write good English. Work notably defective in point of Spelling, Writing, Punctuation, or division into paragraphs, will not be accepted at examinations. Instruction in the principles of Rhetoric, should be given in connection with this study.

ENGLISH LITERATURE:- A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of fine passages.

Prescribed Poetical Literature, 1903-4: Tennyson's The Palace of Art, Loxley Hall, In Memoriam; Milton's L'Allegro, Il Pensoroso, Lycidas, Comus. In 1903 Shakespeare's Merchant of Venice and Hamlet; 1904, Julius Caesar and The Tempest.

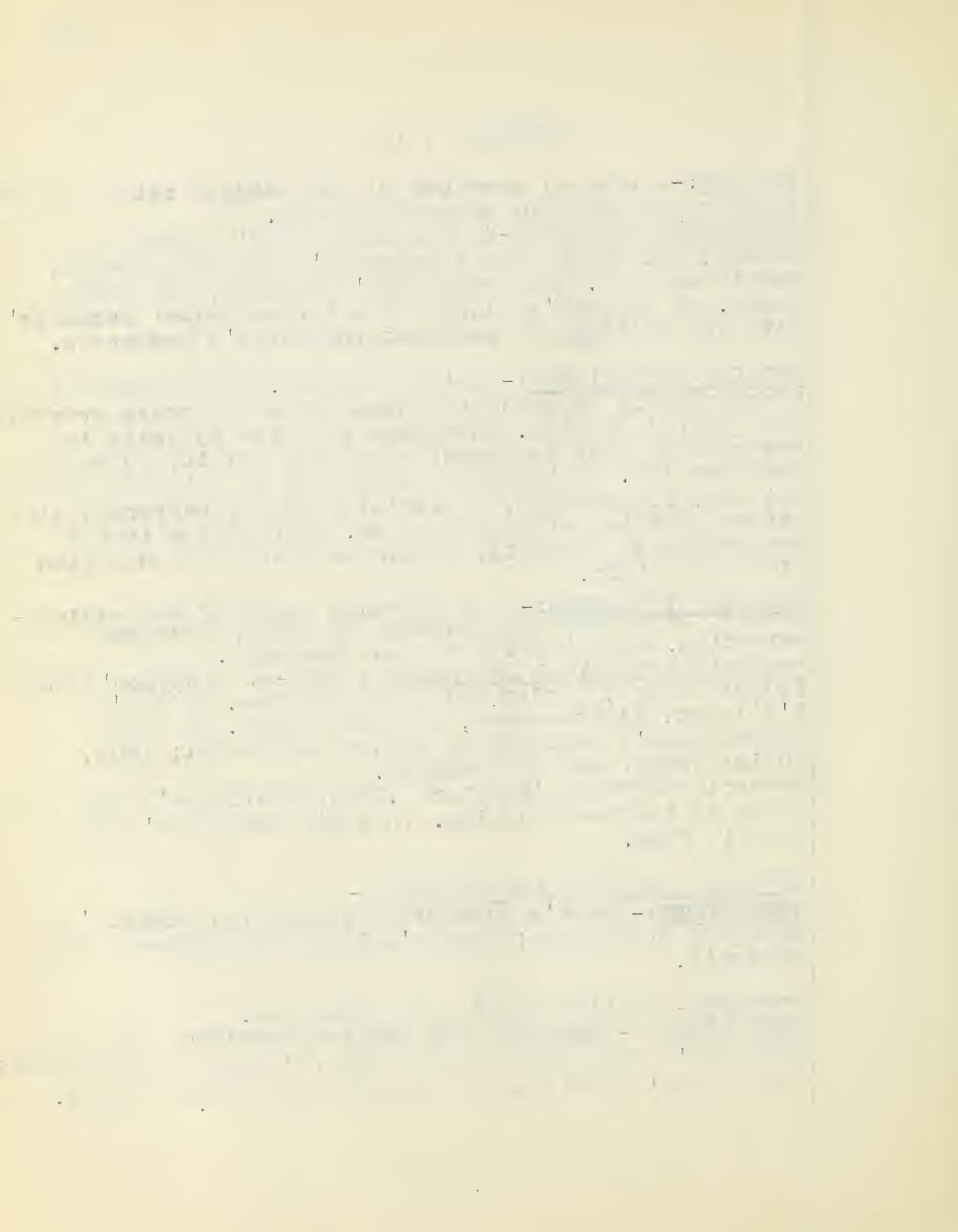
Prescribed Prose Literature ,1903: Hawthorne's The House of the Seveh Gables. In 1904, Hawthorne's The Marble Faun.

ENGLISH LANGUAGE AND RHETORIC:-

TEXTBOOKS:- Burt's Elementary Phonetics; Gunmere's handbook on Poetics; Genung's Practical Elements of Rhetoric.

HISTORY:-Constitutional and Industrial.

TEXT BOOKS :- Bagehot, The English Constitution; Bourinot's How Canada is Governed, revised edition 1902; Cunningham's Outlines of English Industrial History.



ALGEBRA:- C Smith's Elementary Algebra.

GEOMETRY:- Euclid Books I, II, III, IV; Deductions of Book V; Propositions 1, 2, 3, A, 4, 33 of Book VI; Deductions.

TEXT BOOK:- Todhunter and Loney.

TRIGONOMETRY:- As in D.A. Murray's Plane Trigonometry, and Tables.

PHYSICS:- The Elements of Physics.

TEXT BOOKS:- Gage's Introduction to Physical Science.

LATIN:- Horace- Odes, Book III,(omitting VII, XXV, XX, XXVI. Cicero- In Catiliniam I and Pro Achia, Grammar- Bennett, with special reference to Parts I-IV. Composition- Fletcher and Henderson's Latin Prose Composition, together with continuus prose Composition, based on authors read.

FRENCH:- Grammar and Composition- Writing easy French from dictation; translation from English into French; translation of unspecified passages from easy modern French Prose.

An examination on prescribed texts.

1903, Racine- Athalie; Halevy- L'Abbe Constantin.

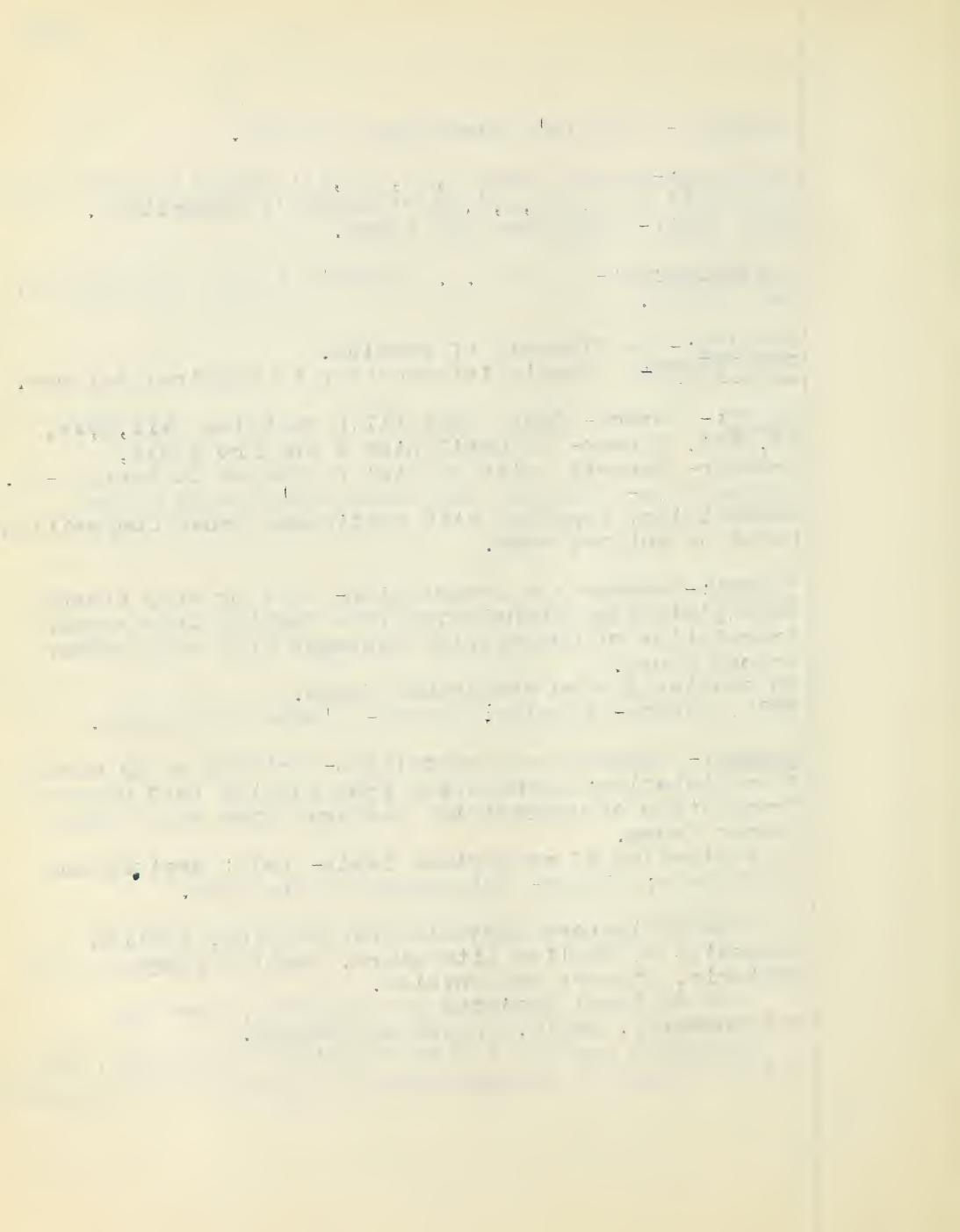
GERMAN:- Grammar and Composition- Writing easy German from dictation; translation from English into German; translation of unspecified passages from easy modern German Prose.

An examination of prescribed texts- 1903; Brei Kleine Lustspiele; Elster- Zwischenden Schlachten.

The obligatory subjects are: reading, English Composition, English Literature, English Language and Rhetoric, History and Physics.

The optional subjects are :Algebra, Geometry, Trigonometry, Latin, French and German.

Students may elect Latin instead of Algebra, and either French or German instead of Geometry or Trigonometry.



APPENDIX VIII

COURSES OF STUDY AND SUBJECTS OF EXAMINATION

ALBERTA 1913

GRADE IX

OBLIGATORY SUBJECTS:-

ENGLISH LITERATURE:- The course in Literature should be progressive in character, and should be covered in such a manner as to foster a taste for good reading and develop the power of intelligent and correct literary interpretation. Special attention should be given to oral reading, as well as to voice training, and the general laws that underlie vocal expression. Choice unspecified abstracts from the prescribed poetry should be committed to memory, in addition to the selections prescribed for memorization.

1913- 4

Poetry:-

Whittier- Snowbound.

Selections from English Narrative poems; Wordsworth- Michael; Byron, The prisoner of Chillon; Tennyson, The Revenge; Browning, From Ghent to Aix and The Pied Piper.

Prose:-

Hawthorne, Tanglewood Tales; Ruskin, The King of the Golden River.

Collateral Reading:-

Scott, Ivanhoe; Church, Stories from Homer.

Memorization:-

Campbell, The Battle of the Baltic and The Soldier's Dream; Scott, Hunting Song; Wordsworth, My Heart Leaps Up.

COMPOSITION:- Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Special attention will be given to narrative themes, and to the principles stressed in pp.1-88 of

the prescribed text; due attention will also be given to the section devoted to letter-writing and the treatment of common errors, the use of capital letters, and rules of punctuation as treated in the appendix.

TEXT BOOK:- Manual of Composition and Rhetoric (Gardiner, Kittredge & Arnold).

GRAMMAR:- A general knowledge of chapters II, III, VI, VII, VIII, IX, X, XI, XII and XIV of the prescribed text; general and detailed analysis of simple passages; determining of grammatical value of words.

TEXT BOOK:- The High School Grammar, Seath.

HISTORY:- The leading events of Canadian History with special reference to the period subsequent to the year 1763. British History up to the year 1485. Examinations in History will be so framed as to require comparison, and the use of judgment on the student's part, rather than the mere exercise of memory.

TEXT BOOK:- Duncan- History of the Canadian People; Buckley and Robertson's High School History.

GEOGRAPHY:- Political, Commercial and Mathematical Geography with Elementary Astronomy. Special attention will be given to British Dependencies- their resources, productions, chief cities and peoples; the world's commercial highways; commercial relations of Canada and Great Britain; Canada and the United States.

TEXT BOOK:- Dominion School Geography.

ARITHMETIC AND MENSURATION:- The following parts of the subject to be studied: Measures and Multiples, Greatest Common Measure, Least Common Multiple, Vulgar Fractions, Decimal Fractions, Contracted Multiplication and Division of Decimals, compound quantities, Powers of numbers, Roots of Numbers; Mensuration, including the Rectangle, Triangle, Trapezium, Similar Triangles, Circle, Surface of the Cylinder, Surface of the Cone and Surface of the Sphere.

Percentage as applied to Interest, Bank Discount, Trade Discount, Profit and Loss, Commission, Insurance, Taxes,

and duties and customs; the Metric System and its application.

TEXT BOOK:- The High School Arithmetic (McMillan).

ALGEBRA:- Definitions and Notation; facility in the use of Algebraic symbols, and in the interpretation of relations expressed by symbols; addition; subtraction; multiplication; division; simple equations of one, two and three unknown quantities, and problems solved by the use of simple equations; simple factoring.

TEXT BOOK:- C. Smith's Elementary Algebra, Chapters I - IX inclusive.

GEOMETRY:- Book I, and easy Deductions.

TEXT BOOK:- Baker; Theoretical Geometry for Schools.

ELEMENTARY SCIENCE:-

PHYSICS:- Measurements, mass, density, specific gravity, properties and states of matter, motion, energy and work, simple machines, pressure in liquids and gases, molecular theory.

TEXT BOOK:- Merchant and Chant's High School Physics.

BOTANY:- Study the plant as a whole, with special attention to flower structure, study forms, and structure of leaves, stems and roots; study of a typical fruit, e.g. the bean pod, clearly distinguishing between seed and fruit; classification of fruits; dissemination of seeds; plant contents; plant ecology; germination of plants; the study of a grass, e.g. timothy or wheat; study of representative plants, and chief characteristics of ranunculaceae, violaceae, sosaceae, crucifereae, leguminosae and liliaceae.

A TEXT BOOK is not absolutely necessary, but Atkinson's First Studies of Plant Life is a suitable book for this Grade. Spotton's Botany is also useful, and may be used as a key.

ZOOLOGY:- A choice of material should be allowed in this subject, so that local forms may be used. Those parts of the subject closely related to Agriculture, should receive special attention. Blank books for notes and drawings are essential, and these should be carefully supervised by the teacher.

No Text Book is required for the pupils.

Teachers' References: Chapman's Handbook of Birds of Eastern North America; Introduction to Zoology, by Davenport; Lessons in Elementary Biology, by T. Jeffrey Parker; Manual of Zoology by Parker and Haswell.

DRAWING:- Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools; Books I, II, III.
Teachers' Reference; The Manual.

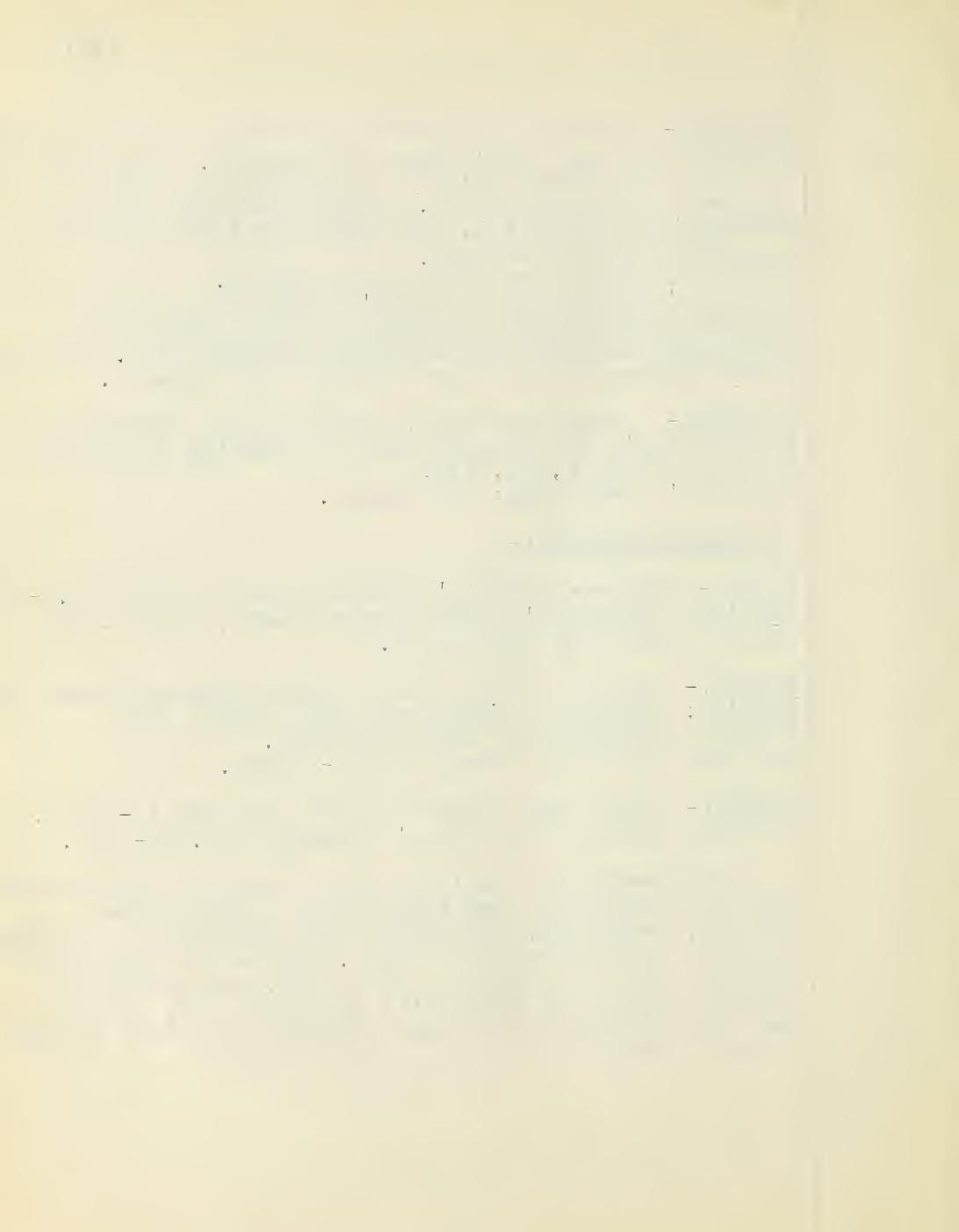
OPTIONAL SUBJECTS:-

LATIN:- Grammar: Bennett's Foundations of Latin(pp.1-85). Reading: Beresford's First Latin Reader, Part I, and first 15 sections of Part II.

FRENCH:- Grammar:- High School French Grammar(Fraser and Squair); Lessons I * XXIV and XXVI * XXIX, also regular conjugations, avoir and etre.
Reading: Laboulaye, Contes Bleus- Heath.

GERMAN:- First Year German(Collar) Lessons I * XXVI.
Reading: Extracts in Collar's Grammar(pp.152-177).

The examination subjects for a Grade IX Diploma are: English Literature, English Grammar, Composition, History, Geography, Arithmetic and Mensuration, Algebra, Geometry and Elementary Science. Papers will also be provided in Latin, French and German, and candidates looking forward to University Matriculation, should take the examination in such language, as their prospective course demands



GRADE XOBLIGATORY SUBJECTS:-

ENGLISH LITERATURE:- The course in Literature should be progressive in character, and should be covered in such a manner as to foster a taste for good reading, and develop the power of intelligent and correct literary interpretation. Special attention should be given to Oral Reading, as well as to voice training, and the general laws that underly vocal expression. Choice unspecified extracts from the prescribed poetry, should be committed to memory, in addition to the selections prescribed for memorization.

YEAR 1912-12:-

POETRY:- Scott's Marmion; Shakespeare's As You Like It.

PROSE:- Eliot's Silas Marner; Addison's Sir Roger de Coverley.

Collateral Reading:-Scott's Talisman; Parkman's Oregon Trail; Macaulay's Lays of Ancient Rome.

Memorization:- The following selections from Palgrave's Golden Treasury:

Wordsworth- Milton : Thou Should'st Be Living; The Inner Vision; The Education of Nature.

Scott- Coronach; Rosabells.

COMPOSITION:- Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Review the course prescribed for Grade IX, and in addition, study the principles of description, and of the paragraph; due attention will also be given to the section devoted to letter-writing, as well as to pp. 443-468 of the appendix.

TEXT BOOK:-Manual of Composition and Rhetoric by Gardiner, Kittredge and Arnold.

GRAMMAR:- A more thorough study of the chapters prescribed for Grade IX; general analysis of a more

advanced nature; determining of grammatical values of words in more difficult constructions; A general knowledge of chapters I, V, XV, and XVII of the prescribed text.

TEXT BOOK:-The High School Grammar, Seath.

HISTORY:- The leading events of British History, with special reference to the period subsequent to the year 1485 also an outline of General History , as contained in Part I of the prescribed text, with special reference to the history of Greece and Rome. Examinations will be such as to require comparison, and the use of judgment on the student's part, rather than mere exercise of memory.

TEXT BOOKS:-Buckley and Robertson's High School History; Myer's General History, Revised Edition.

PHYSICAL GEOGRAPHY:- A general knowledge of the Physical Geography , as treated in the prescribed text.

TEXT BOOK:-High School Physical Geography- MacMillan.

ARITHMETIC AND MENSURATION:- The following parts of the subject to be studied , in addition to a review of the work of Grade IX: Partnership, Stocks, Partial Payments, Equation of Payments, Compound Interest, Present Worth, True Discount, Exchange, Numerous problems involving principles of commercial Arithmetic. The use of Interest tables.

Miscellaneous Theorems, and their applications under the following headings: Divisibility, Longitude and time, Special Units of Measurement.

Mensuration, as applied to the finding of volumes of rect angular solids, Prism, Cylinder, Cone, Sphere, Frustums of Cones and Pyramids. Numerous problems for practice in Mensuration.

TEXT BOOK:- The High School Arithmetic,MacMillan.

ALGEBRA:- A thorough review of the course of Grade IX; continuation or factoring; equations evolving the principles of factoring, and their solution; Highest Common Factor; Least Common Multiple; Fractions; Simple Equations of one, two and three unknowns; Problems based on equations.

TEXT BOOK:- C. Smith's Elementary Algebra, Chapters I- XIII inclusive.

GEOMETRY: Review of course prescribed for Grade IX, and in addition Books II and III with easy deductions.

TEXT BOOK:- Baker- Theoretical Geometry for Schools.

ELEMENTARY SCIENCE:-

PHYSICS:- Review of the course prescribed for Grade IX; nature and sources of heat, expansion through heat; temperature, relation between volume and temperature, measurement of heat, fusion and vaporization, heat and mechanical motion, transference of heat; magnetism, electric currents. heating and lighting effects of currents, induced currents and their applications; electrical measurements, other forms of radiant energy with applications.

TEXT BOOK:- Merchant and Chant's High School Physics.

BOTANY:- Study of composite e.g. Aster, Sunflower, Dandelion, Daisy, with drawings to illustrate; and intensive study of any one plant society, e.g. one in the neighborhood of a slough; a study of the characteristics of different plant societies; food storage (A) in roots, (B) in stems, (C) in seeds, (D) in leaves, structure of leaves, stems, and roots; functions of the parts of plants, e.g. roots (anchorage, food storage, food absorption), stems (support, sap, transportation, food storage), leaves (respiration, transpiration, photosynthesis), flowers (pollination, different ways it is accomplished), fruits (protection, and dissemination of seeds), seeds (reproduction and food storage); chief types of inflorescence; collection

of twenty local plants, and their identification by use of a key; recognition of common cryptograms, e.g. Liverwort, Moss, Fungi, Pond Scums.

A TEXT BOOK is not absolutely necessary, but Atkinson's First Studies of Plant Life is a suitable book for this grade. Spotton's Botany is also useful, and may be used as a key.

Teachers' References: Coulter's Plants; Gray and Coulter's Text of Western Botany.

ZOOLOGY:- A choice of material should be allowed in this subject, so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential, and these should be carefully supervised by the teacher. No text book is required for the pupils.

Teachers' References:- Chapman's Handbook of Birds in Eastern North America; Introduction to Zoology by Davenport; Lessons in Elementary Biology, by T. Jeffery Parker; Manual of Zoology by Parker and Haswell.

DRAWING:- Course prescribed for Grade IX continued.

TEXT BOOK: Prang's New Graded Course in Drawing for Canadian Schools, Books I, II, and III.

Teachers' Reference:- The Manual.

OPTIONAL SUBJECTS:-

LATIN:- Grammar; Bennett's Foundations of Latin pp. 1- 168.

Reading; Beresford's First Latin Reader, Parts I, II, III.

FRENCH:- Grammar: High School French Grammar, Fraser and Squair; Review of the course for Grade IX, and lessons XXX * XXXIV; common irregular verbs; syntax of the verb (Sections 227-299)

Reading:- Le Maitre- Contes Extraits de Myrrha.

GERMAN:-

Grammar: first year German (Collar); Review of course for IX, and Lessons XXVII- XL.

GREEK:- Forman's First Greek Book; Lessons I-XLVI inclusive, with grammatical work from Hadley and Allen's Greek Grammar, as required for above lessons.

The examination subjects for a Grade X Diploma are: English Literature, Composition, Grammar, History, Physical Geography, Arithmetic and Mensuration, Algebra, Geometry, Elementary Science and Drawing. Papers will also be provided in Latin, French, German, and Greek, and candidates looking forward to University Matriculation should take the examination in such language as their prospective course demands.

GRADE XI

OBLIGATORY SUBJECTS:-

ENGLISH LITERATURE:- The course in Literature should be progressive in character, and should be covered in such a manner as to foster a taste for good reading, and develop the power of intelligent and correct literary interpretation. Students in this grade will have become acquainted with sufficient material, and acquired such an appreciation of the subject, that emphasis may be placed on comparative study of the subject, and more critical interpretation. The chief aim however, must be to teach the student to understand, interpret our best literature.

1912-13

POETRY:- Shakespeare; Coriolanus. Tennyson; The Coming of Arthur.

The following selections from Palgrave's Golden Treasury:
Dryden-ALEXANDER's FEAST.

Coleridge- Youth and Age.

Gray- Elegy Written in a Country Churchyard.

Shelley- To a Skylark.

Wordsworth- Nature and the Poet.

PROSE:- Macaulay- Essay on Milton; Goldsmith- Vicar of Wakefield.

COLLATERAL READING:- Morley- Burke; Dickens- David Copperfield; Tennyson- The Princess.

COMPOSITION AND RHETORIC:- Essays based chiefly on subjects chosen from the texts prescribed for collateral reading. Review of work prescribed for former grades, and chapters I and IV of Part I of the prescribed text, treating of exposition and argument, also chapter II of Part II, treating of sentences.

TEXT BOOK:- Manual of Composition and Rhetoric (Gardiner, Kitteridge and Arnold).

HISTORY: General History to the close of the Mediaeval period; Constitutional History of Canada.

TEXT BOOK:- Myer's General History, revised edition; Bourinot's How Canada is Governed.

ALGEBRA: A review of the work of Grades IX and X; elementary graphs, and their application, to represent a point on a line, a point on a plane, an algebraic expression, a linear equation involving two unknowns; square and cube roots; theory of indices; surds; quadratics; equations of the second degree, involving one and two unknowns; problems involving quadratics; character of the roots of a quadratic equation, and problems to illustrate these relations.

TEXT BOOK:- C. Smith's Elementary Algebra.

GEOMETRY:- Euclid Books I, II, and III with deductions.

TEXT BOOK:- Todhunter and Loney's Euclid.

CHEMISTRY:- The course to be experimental as far as possible.

Physical and chemical changes; elements, compounds, mixtures, and solutions; fundamental chemical laws and principles, e.g., definite proportions, constancy of mass and equivalence; Avogadro's Hypothesis, and its applications; ionization in solution; properties of acids, bases and salts; types of chemical reaction e.g., oxidation, reduction, replacement; neutralization of acids and bases; catalytic action; combination in solutions; the practical study of the following elements, and their more important compounds, for the purpose of learning their chemical properties, and relationships, illustrating the laws and principles of chemistry, and learning something of the commercial and industrial uses, and preparations of materials derived from them, e.g., hydrogen, oxygen, sulphur, sodium, potassium, nitrogen, phosphorus, chlorine, bromine, iodine, carbon, calcium, iron, aluminium.

TEXT BOOK:- Miiil' Chemistry for Schools.

ANIMAL LIFE:- As in Jordan and Kellogg's Animal Life, especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, and XVI.

OPTIONAL SUBJECTS:-

PHYSICS: A general knowledge of the subject as contained in Merchant and Fessenden's High School Physical Science Part II, revised edition.

LATIN:- Grammar:- Accidence- Synthetical usages, especially the syntax of the cases, Ablative Absolute, Accusative, and infinitive; purpose and result; noun clauses; time clauses; gerund and gerundive; conditional clauses; and indirect narration in detail.

TEXT BOOK:- Bennett's Foundations of Latin.

Composition:- Translation into Latin of phrases and sentences, illustrative of the syntactical usages, outlined under Grammar, and also sentences based on the prose authors read.

TEXT BOOK: Bennett's Preparatory Latin Written.

Reading:- Caesar- Invasions of Britain; Book IV, Chapters XX-XXXVIII; Book V, Chapters I* XXIII.

Virgil- Aeneid, Book II.

Translation at sight of passages of average difficulty from Caesar.

The examination in Latin will consist of two papers, one on authors and sight translation, the other on the Grammar and the composition. One-third of the marks for the former paper, will be assigned to sight translation.

FRENCH:-

Grammar;- Review of work of preceding grades; all irregular verbs; syntax of noun, article, adjective, pronoun and adverb.

Reading:- Translation of the prescribed French Literature, also translation at sight of passages of average difficulty, from texts not prescribed.

The examination in French will consist of two papers, one on Authors and Sight Translation, the other on Grammar.

TEXT BOOKS:- High School French Grammar; Greville-Dosia.

GERMAN:-

Grammar:- A review of the work of the preceding grades, and cover remainder of text.

Reading:- Translation of prescribed German Literature, also translation of sight passages of average difficulty from texts not prescribed.

The examination in German will consist of two papers, one on the authors and sight translation, the other on the Grammar.

TEXT BOOKS:- First Year German(Collar); Baker's German Stories.

GREEK:-

GRAMMAR and Prose:- Forman's First Greek Book, Lessons XLVII to the end, with necessary grammatical work from Hadley and Allian's Greek Grammar. The examination in this part of the work will be designed to test the student's mastery of Greek accidence, but short English sentences for translation into Greek will also be set, involving the more common idioms of Greek Prose.

READING:- Xenophon- Anabasis ,Book IV, chapters I-VII. Sight translation from the works of Xenophon, preferably from the Anabasis.

The Examination Subjects for a Grade XI Diploma are: English Literature, Composition and Rhetoric, History, Algebra, Geometry, Chemistry and Animal Life. Papers will also be provided in Physics, Latin, French, German, and Greek, and candidated may take the examinations in any or all of these subjects.

GRADE XII

OBLIGATORY SUBJECTS:-

ENGLISH LITERATURE:- The course in Literature should be progressive in character, and should be covered in such a manner as to foster a taste for good reading, and develop the power of intelligent, and correct literary interpretation. Students in this grade will have become acquainted with sufficient material, and acquired such an appreciation the subject, that emphasis may be placed on comparative study, and more critical interpretation. The chief aim however must be to teach the student to understand, interpret, and appreciate our best Literature.

Year 1912-13:

Poetry:- Shakespeare- MacBeth; Milton- Minor Poems. The following extracts from Palgrave's Golden Treasury: Gray- The Bard: Ode on the Pleasure Arising from Vicissitude: Collins- How Sleep the Brave, The Passions. Wordsworth- Upon Westminster Bridge; The Trossachs, and To Sleep.

Prose:- Emerson- Representative Men; Burke- Speech on Conciliation.

Collateral reading:- Beowulf (translation); Spenser- Faerie Queene, Book I; Carlyle- Burns and Scott; Shakespeare- Henry V.

COMPOSITION AND RHETORIC:- Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation, or division into paragraphs, will not be accepted at examination. Instruction in the principles of Rhetoric should be given in connection with this study.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE:- Lounsbury- English Language Part I, revised edition.; Gunnere- Hand book of Peetics; Halleck- History of English Literature, Chapters I - VIII inclusive.

HISTORY:- Bagehot- The English Constitution.
Myers- General History- Modern Age.

ALGEBRA:- C. Smith's Elementary Algebra.

GEOMETRY:- Euclid Books I,II,III,IV; definitions of Book V; Propositions 1,2,3,A,4,33, of Book VI , Deductions.

TEXT BOOK:- Todhunter and Loney.

TRIGONOMETRY:- Murray's Plane Trigonometry and Tables.

CHEMISTRY:- Inorganic Chemistry- Remsen's Briefer Course.

PHYSICS:- High School Physical Science, Part II, revised edition.

LATIN:- Grammar:- Bennett- With special reference to Parts I * IV: Bradley- Arnold's Latin Prose Composition (Exercis s ~~I~~XXIII).

Reading:- Horace- Odes, Books I and II; Cicero- Manilian Law and Pro Achia.

FRENCH:- Grammar and Composition:- Dictation and sight translation; High School French Grammar. A study of the irregular verbs, and pages 187 - 336 inclusive, with associated exercises.

Reading:- French Texts for 1913; Pailleron- Le Monde ou L'on S' Ennuie; Loti- Le Pecheur d' Islande.

GREEK:- Grammar and Prose:- A general review of Greek forms; translation into Greek of longer sentences, and short anecdotes.

TEXT BOOKS:- Forman- First Greek Book; Hadley and Allen- Greek Grammar.

Reading:- Lyaias- Regarding the Olive Stump, and On Behalf of the Cripple.

Homer- Odyssey, Book XI

Sight translation from Attic orators.

GERMAN:- Grammar and Composition:- Dictation and Sight Translation. High School German Grammar.

Readings:- German Text for 1913; Ebner- Eschenbach- Die Freiherren von Gemperlein; Keller- Fahnlein der Sieben Aufrechten.

The examination subjects for a Grade XII Diploma are: English Literature (two papers), Composition and Rhetoric, English Language and History Of Literature, History, Trigonometry, either Physical Science or Chemistry, and any two of the following: Algebra, Geometry, Latin, French, German, or Greek.

APPENDIX IX
SUBJECTS OF STUDY 1924

<u>Group A</u>	<u>Group B</u>
English I	English II
General Science I	History II
Algebra I	Algebra II
Art I	French I or II
History I	German I or II
French I	Latin I or II
German I	Greek I or II
Latin I	Agriculture I
Greek I	Geometry I or II
Geometry I	Book-keeping I or II
Book-keeping I	Manual training II
Manual training I	Physics I
Household Economics I	Household Economics II
Physical Education I (a)	Physical Education (b)
Music I (a)	Music I (b)

<u>Group C</u>	<u>Group D</u>
English III	English IV
History and Economics III	History IV
Chemistry I	Algebra III; Geometry III
Arithmetic I	Trigonometry I
Geography I	Physics II
Agriculture II	Biology I
Art II	Chemistry II
French II	French III
German II	German III
Latin II	Latin III
Greek II	Physical Education II
Physical Education I (c)	Music II
Music L(c)	

The requirements for the courses are as follows:

- I. Normal Entrance, (Second Class non-professional.)
 (a) Required Subjects:
 Group A: English I, General Science I, Algebra I
 Art I, Geometry I, Physical Education L (a).

Group B: English II, History II, Agriculture I or Physics I, Physical Education I (b).

Group C: English III, History and Economics III, Agriculture II or Chemistry I, Arithmetic I Geography I, Physical Education I (c).

ELECTIVE SUBJECTS:

One unit of work to be chosen from Group A and the other 4 from Groups B and C.

NORMAL ENTRANCE (First class non-professional)

(a) Second class non-professional standing as detailed above.

(b) Required subjects; English IV, Physical Education II.

(c) Elective Subjects: Dix units to be chosen from Group D.

3. AGRICULTURAL COURSE:

(a) Required Subjects:

Group A: English I, General Science I, Algebra I, Art I, Physical Education I (a).

GROUP B: English II, History II, Agriculture I, Physics I, Physical Education I.(b)

GROUP C: English III, History and Economics III, Chemistry I, Agriculture II, Arithmetic I, Physical Education I (c).

(b) Elective Subjects:

One unit of work to be chosen from group A, and 4 from groups B and C.

4. GENERAL COURSE:

(a) Required Subjects:

Physical Education I (a),(b),(c), any two of the following: English I, English II, English III, At least 6 units of work from C and D.

(b) ELECTIVE SUBJECTS:

The remainder of the course may be chosen from Groups A, B, C, or D. The total number of units required for the Diploma is 21, exclusive of Physical Education.

5. Commercial Course:

Required Subjects: English II (c), Physical Education I (c).

Elective Subjects: Shorthand, typewriting, Office Practice, Penmanship, Business English, Commercial Correspondence, Rapid Calculation, Arithmetic.
or:

Book-keeping, Office Practice, Penmanship, Business English, Commercial Correspondence, Rapid Calculation, Arithmetic, Commercial Law, Commercial Geography, Business Forms.

TWO AND THREE YEAR COMMERCIAL COURSES

Group A	Group B	Group C
English I(c) Arithmetic & Rapid Calculation	English II (c)	English III(c)
Shorthand I (c) Typewriting I (c)	Typewriting II (c) Shorthand II(c) Book-keeping II(c)	History III Arithmetic I Book-keeping & Accountancy III
Book-keeping I (c)	History II	Secretarial Training I(c)
Commercial Geography I History I Art I Algebra I General Science I Manual Training I Household Economics I Physical Education I	History III(c) Arithmetic II(c) Physics I Geometry I Latin I French I German I Agriculture I Physical Education I (b).	Chemistry I Geometry II Algebra II Latin II French II German II Agriculture II Physical Ed. I(c)

Notes:

1. Subjects marked (c) are strictly Commercial Courses. The content of these subjects differs in some degree from those of corresponding academic courses.
- 2 Shorthand I(c) and Typewriting I (c) are half unit courses. English courses count for two units each; all other courses are of one unit value. It is proposed that Shorthand, Typewriting and Book-keeping units shall be given the double usual time allotment per unit.

TECHNICAL COURSE

Group A	Group B	Group C
English I	English II	English III
General Science I	History II	History III
Algebra I	Geometry I	Arithmetic I
Physical Education Ia	Algebra II	Geometry II
Shop Work	Physics I	Chemistry I
	Latin I	Latin II
	French I	French II
	German I	German II
	Physical Education I (b)	Physical Education I(c)
	Shop Work	Shop Work
Group D		
English IV	History IV	
Algebra III	Trigonometry I	
Geometry III	Latin III	
French III	German III	
Physical Education II	Shop Work.	

For further details of these course see Hand Book for Secondary Schools .



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